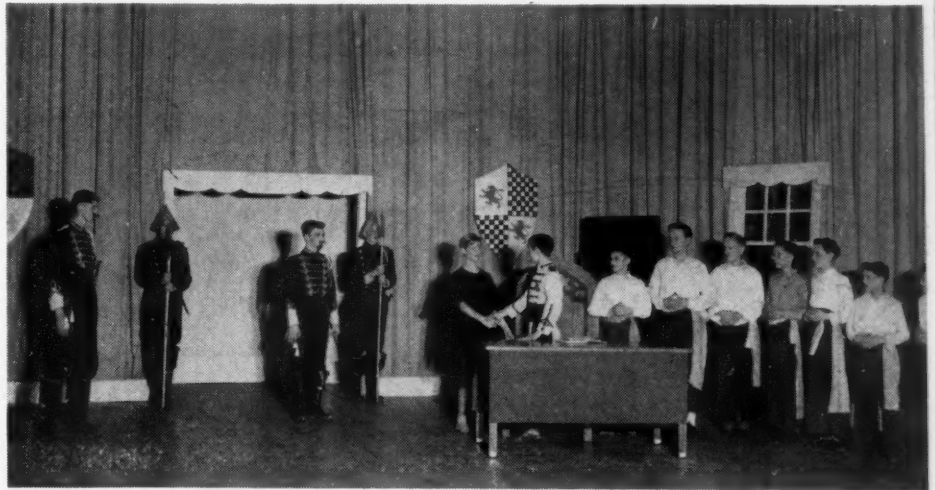


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School Activities

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As the Editor Sees It



Stanford University has just announced a new type of scholarship the winners of which will be judged on the basis of their innate qualities of leadership as shown by their interest and ability in student activities. The student's academic records and his financial standing will be disregarded. The awards will run from \$1000 to \$1200 for a four-year period.

We believe that this is a much better plan than that of the president who a half-dozen years ago promoted the idea at his college of selecting prospective entrants from students in the lower 25 per cent, academically, of their secondary school classes.

The school traffic court of the Baline Sumner school, Peoria, Illinois, presided over by an elected student judge, meets regularly every Friday afternoon to consider the cases of those pupils charged with traffic violations. The use of a formal summons and a published list of penalties give the court dignity and very definite authority.

The first congress of The National Student Association was held in Madison, Wis., August 23-28. This one-year-old organization now has a membership of nearly three-quarters of a million college students. Already it has sponsored a World Student Service Fund and has sent three American students to Europe to investigate similar movements as well as the possibilities of an international organization. One interesting part of its program is the promotion of plans for the rating of instructors, covering such items as courses, materials, methods, assignments, examinations, etc. Undoubtedly, this Association will have a very wholesome influence on student (and teacher) activities.

The Connecticut Interracial Commission has recommended that student tours to Washington, D. C. be discontinued as long as "Jim Crow rules continue to be applied" in the Nation's capital.

One university president is attempting to interest other colleges in a "play for pay" football league. Under his plan the

players would be truly professional; they would draw their salaries from the colleges and would not be required to attend classes. He believes that a better brand of football would be developed and larger crowds be attracted. The profits would be used to expand the intra-scholastic athletic program. What do you think?

Forty-three American schools are now sending material to and corresponding with schools in Austria. If you are interested in adopting an Austrian school you can get pertinent information from the Educational Division of the U. S. Allied Commission for Austria, APO, % Postmaster, New York City.

Cheaper and cheaper! Originally an honorary degree was awarded for scholastic or scientific achievement; now most frequently it appears to be given for publicity and "give-us-some-money" or "thanks-for-your-gift" purposes. One of our presidents received 10 such degrees in a two-year period; another received 19, after which he quit collecting; the champion received 57 honorary degrees. The annual list of conferees also includes crooners, actors, athletes, and others presently in the public eye. So, if you want an honorary degree

A number of state associations of student councils now hold district meetings in several easily accessible cities. Some of these associations also hold an additional state meeting, and some of them do not. There is a place for both types of conferences, but the practical advantages of the district meetings should not be overlooked.

Sacrifice Week, by means of which many a school bought War Stamps, jeeps, materials, and equipment for war purposes is also a good project for peace-time purposes. For a week, or other definite period, the students sacrifice their luxuries—candy, chewing gum, cold drinks, movies, etc., and turn in the money for some good school or community cause. Incidentally, the amount contributed is always surprising. Why not try this idea?

Basic, Needed, and Desired Functions of the Student Council

ELLSWORTH TOMPKINS

*Specialist for Large High Schools
U. S. Office of Education
Washington, D. C.*

IN training millions of men and women for hundreds of tasks and responsibilities during the war, the U. S. Army was confronted constantly with the problem of making its instruction really effective. At one of the training centers, the instructors arranged the subject matter to be learned in three categories, namely:

- I. What the Student Must Know
- II. What the Student Ought to Know
- III. What It is Desirable for the Student to Know

The first represented the minimum essentials which the student had to master, without which he could not function in his assignment, much less pass the course. "II" listed the material he should know in order to carry out his assignment effectively, even though such knowledge was not absolutely essential. "III" indicated the subject matter that was pertinent, helpful, and desirable; the learning of the student would be more complete with such knowledge.

Though such a procedure obviously may lead to oversimplification, there is something to be said to recommend it. Suppose, for example, that a high school teacher and her class were able to classify their learning program into three such divisions, so that any pupil in the class would recognize (a) that the basic essentials must be learned or the work could not be satisfactory, (b) that a body of knowledge ought to be known as background for the essentials, and (c) that in addition to the essential and needed comprehension, there is a body of knowledge which is highly desirable. Every pupil in the class would have to know (a), ought to know (b), and could profit by knowing (c). Of course, unless the pupil accomplished (a), the minimum essentials, he could not expect to pass. The strength of this procedure lies in the fact that most learners are helped by definite organization. It is readily admitted that there is nothing novel in this procedure, yet the

use of this or a similar plan by teachers has not been widely accepted in practice.

Experience gained in the appraisal of student councils in connection with A Pupil Opinion Poll On Student Government* indicates that the three-column technique can apply successfully to the activities of student government in a particular school in terms of the Basic, the Needed, and the Desired or Desirable functions of effective student councils. Such a project should clarify the understanding of school staff and student body in regard to the fundamental activities which a student council should undertake. In making this suggestion, there is no claim that the list or items is in any sense a scientifically devised measure. It is merely one man's opinion based on observation and study whenever and wherever he met the question, "What should a study council do?"

The word Basic is used in the sense of ideal minimum essentials for an effective student council. Consequently, a high school student council which can fulfill most of the items in the Basic list, will be in reality one which has worked rather persistently and constructively on student government, and has had the generous blessing of an enthusiastic principal. For by and large, the desire, competence, and persistence of the high school principal to foster good student government is of greater importance than the characteristics of the school population, the wealth of the school district, the financial support of an expanded educational program, or any other single factor.

It is admitted that the items in the three checklists have not been validated, and they are not intended as a scientific measure. Attention to the evaluation of student government procedures is so needed, nowever, that these lists may prove a helpful first step in clarifying the function, status, activities, relationship, and facilities of the high school student council. From an experience with A Pupil Opinion Poll On Student Government and from observation of student government

*Ellsworth Tompkins, A Pupil Opinion Poll on Student Government. The Bulletin of the National Association of Secondary School Principals, April 1948.

in operation in many forward looking schools, it is believed the use of the check-lists will stimulate interest and critical attention.

FUNCTIONS, STATUS, ACTIVITIES, RELATIONSHIPS AND FACILITIES OF HIGH SCHOOL STUDENT COUNCILS

ACTIVITIES (Extraclass)

Basic

- () Chariters all student activities
- () Sets admission price for school events
- () Issues instructions regarding school insignia and who may wear them

Needed

- () Has "point system" to distribute responsibilities of leadership
- () With faculty cooperation, arranges for school assembly programs
- () Informs all pupils how to start a school club

Desired

- () Coordinates aims and programs of club activities by activity council
- () Suggests sponsors for clubs and with help of principal obtains them

ADMINISTRATION RELATIONSHIPS

Basic

- () Principal has veto power over all council legislation
- () Principal encourages a strong student council
- () Principal arranges for sufficient time to confer with student leaders

Needed

- () Pupils have sufficient time in homeroom for consideration of their own problems
- () Principal occasionally attends student council and council committee meetings
- () Principal encourages point system

Desired

- () Principal appoints student-faculty committees to discuss school problems
- () Principal shares his authority for planning with faculty and students

BUILDING

Basic

- () Classroom available for regular meeting room
- () Space for files and office materials
- () Meeting room available during the school day

Needed

- () Meeting room (not classroom), available for student council.
- () Files, materials, desks or tables are provided
- () Assembly hall has PA system, motion picture and recording equipment.

Desired

- () Separate student council rooms, appropriate committee rooms available.
- () Centralized PA system available for council's use
- () Portable PA system, motion picture and recording machine available

CURRICULUM

Basic

- () Reactions and opinions of students to curriculum sought, as needed

Needed

- () Student-faculty committee prepares homeroom (or social studies) discussion program in regard to problems of school life and social adjustment

Desired

- () Problems of school living are part of curriculum
- () Pupils are integral part of curriculum planning committee
- () Pupil opinions regarding curriculum are sought systematically and tabulated.

DEMOCRATIC CLIMATE

Basic

- () Pupil-teacher relationship one of mutual respect
- () Pupils encouraged to suggest studies for student council
- () Council members report to homeroom at regular time on meetings

Needed

- () Teachers treat pupils as responsible individuals
- () Pupils voluntarily approach principal and school leaders for advice, consultation, and to give suggestions

Desired

- () Pupil-teacher relationship indicates teacher is guide of learning
- () Classroom is an activity for which teacher is the sponsor

FINANCE

Basic

- () Student council officers are permitted to see all financial statements of student funds

- () Student council allowed school money for expenses

Needed

- () Collection of all student funds a responsibility of council and student council treasurer
- () Banking and bond buying sponsored by student council

Desired

- () Finance committee of council prepares budget to be ratified
- () Finance committee OK's all disbursements from student funds
- () Student council arranges for audit of student funds
- () Council keeps all students informed of financial status of student moneys

JUDICIAL

Basic

- () Student council considers need for and desirability of student court

Needed

- () Elected or appointed student court deals with student violations of behavior and conduct

Desired

- () Student court deals with all student violations of all school rules (absence, poor work, promptness, etc.)
- () Student court decisions are backed by principal

KNOWLEDGES AND SKILLS

Basic

- () Pupils should know names of student council officers and sponsor
- () Pupils should know qualities needed by council member
- () Pupils should know rudiments of parliamentary procedure
- () Pupils should know the essential functions of the student council

Needed

- () Pupils understand their personal relation to student council and responsibility for it
- () Pupils know when, where council meets, how it conducts business and projects

Desired

- () Council coordinate information regarding necessary knowledges and skills for effective participation by all students
- () Publicity committee of student council has responsibility to keep students informed

PARTICIPATION

Basic

- () Members of student council serve as chairmen for all homeroom activities related to the student council
- () All homeroom members have opportunity to vote for student council representative

Needed

- () Pupils serve as discussion leaders in homerooms and other classes
- () Pupils know how to conduct and participate in panel discussions and open forums
- () Entire school elects student council officers

Desired

- () All school committees are made up of faculty and students whenever practicable
- () Student council in cooperation with principal arranges for work experience in school (secretarial help, reception clerks, bulletin preparation, etc.)

PUBLICATION

Basic

- () The school has a student handbook
- () Student council has a constitution
- () Minutes of council meetings are kept for future reference

Needed

- () Student council by publication of bulletin explains need for high quality of student council member
- () Pupils prepare bulletins regarding notice for and manner of elections

Desired

- () Right of petition of students is acknowledged (for student matters)
- () Philosophy of student government is formulated
- () Home-school relations are discussed and formulated
- () Code of ethics for students discussed and formulated

RESPONSIBILITIES

Basic

- () Each student has pride in school
- () Pupils pledge to be honest, law abiding citizens of school (written and signed)
- () Pupils take charge readily when teacher is absent or late, or under unusual conditions

Needed

- () Pupils use social pressure for success of cooperative efforts

- () Pupils show ability to choose efficient leaders
- () Council president frequently presides over assembly programs

Desired

- () Student council assumes charge of study halls, uncovered classes, cafeteria order, library order
- () Council plans to tutor those who return from illness and need "to catch up"
- () Attempts to formulate plan for handling "drones" and reconstructing their attitudes toward work

SPONSOR

Basic

- () Selected by principal for ability and personality
- () Sponsor serves for one year at least
- () Sponsor takes "his turn" in the job
- () Sponsor has warmth to see and understand pupil viewpoint

- () Sponsor is given no adjustment in teaching schedule, but is not required to have homeroom or other supervisor duties

Needed

- () Sponsor serves continuously until replaced
- () Sponsor is selected by principal on consultation with student council officers
- () Sponsor is given at least one hour released teaching time daily for student council affairs

Desired

- () Nominated by principal and approved by student council
- () Sponsor is released from one-half daily teaching schedule
- () Sponsor is given regular office with adequate equipment and some secretarial help
- () Sponsor coordinates student council affairs for faculty, as president coordinates them for students

What Is Happening to Football

A REVOLT is being carried on against football; it is in evidence in both colleges and high schools. The football problems of colleges and high schools are not the same, but they are linked by one factor which is the basic cause of all college football evils and which plays a large part in the football problems of high schools. That factor is finances.

The trouble may be summarized in this statement. Football is no longer merely a game or a sport. It has entered the realm of big business. Players can no longer play for the joy of playing; they must do their best to win no matter what the cost. One well-known coach has two simple rules for his players. They have to be tough and they have to win. Nothing else matters.

Unless a team puts up a good show, unless the players demonstrate the will to die if necessary to provide a perfect performance, crowds are dissatisfied, attendance lags, and the athletic department goes into the red.

Football, when first played, furnished both exercise and fun for its participants, but it was only one of many athletic and

FRANK P. RUDE

*Student, Washburn Municipal
University, Topeka, Kansas*

recreational activities. Football fifty years ago was not the work of a trained eleven-man machine; it was a rough, happy-go-lucky contest, most popular because it furnished the best outlet for the exuberant energy of growing boys. Today, football stars agree that the game is not fun. They are not players; they are puppets controlled by their coaches who do not hesitate to pull any strings which might result in a victory. One coach admitted that crowds, publicity, and glory were the things that brought most of the players out today. In colleges all over the country, one can find students who like to play football, but will not play it for their colleges under the present set-up. They do not care to become pawns in a system that has grown too important to be called recreation, sport, or fun. To say that football is a part of physical education is absurd. Those who play do not need physical development.

Why has football become so important? The fault is that of the alumni. They want the colleges which they attended to be well-known in the football world. Consequently, they "dig deep" and contribute sums for the recruiting of athletics and the soliciting of high school football stars. In the large colleges, especially in the South and East, prospective football students often receive: board, room, and tuition or any one or two of these; athletic scholarships; or easy jobs with high wages. These practices are unfair to the average student. In some colleges, the athletes are paid sometimes more than twice as much per hour as the average students receive for the same type of work. If the prospective student has an especially fine football record, he may name his own terms. If he has had inadequate preparatory training, often a zealous alumnus will send him to a preparatory school. Some colleges have loose entrance standards, and a high school star with inadequate preparation for college entrance may be solicited by one of them. The old practice of hiring a football star for just one game has disappeared. The players on college teams now are usually students enrolled in the college; however, they are not always bona fide students. Often some of them are enrolled for one purpose—to play football. They study just enough to make the grades which make them eligible to play; sometimes they do not have to study to make their grades. Here and there are found professors who will give the football star a grade; or if their consciences do not allow quite that, the athlete will receive special tutoring until he earns the grade which makes him eligible to play.

With the solicitation of star football players, college teams become well-known. More people attend the games. The colleges make more money. As gate receipts increase, the colleges build athletic plants, the costs of which run into millions of dollars. The colleges with these could not abolish football or put it on any less commercialized basis than it is. They will have to pay on their athletic plants for years in order to clear them of building debts. They could not begin to pay without the profits from football games.

And the vicious circle continues. Football makes the alumni happy because of

the glory; it advertises the college and brings clients; and it raises the money to pay off debts.

Colleges become known for their football teams instead of their scholastic achievements. Football is a great advertisement for the name of a school, but a great divertisement for its essential purpose. The main work of an educational institution is education—not show business.

Intercollegiate football is played by less than two per cent of the college population. Football could easily survive the foregoing charges against it, but in the last few years a new charge has been made against the game. The new charge is that football seriously interferes with the education of ninety-eight per cent of the college group which does not play it. The purpose of the American college is to train its students in body, mind, and spirit in such a way as to make them efficient leaders for society.

Every element in college life is good or bad in proportion as it tends to help or tends to thwart developments of such leadership. Football helps this training in three ways:

1. It affords recreation so absorbing as to dispel the mental weariness and anxieties the week has brought.
2. It creates a strong sense of common interest.
3. It affords during season a clean and interesting topic of conversation and thought.

The indictment against football concerning its interference with the education of the non-playing part of the college group contains five points:

1. The over-excitement, which prevails and grows stronger with the season, infects more and more of student time and thought and causes neglect of work, the formation of poor work habits, and inattention in class or absences.
2. Football causes distortion in the student mind of the normal values of college work and life. There is a tendency for the student to be satisfied with just passing grades and to have a lack of esteem for

those who win distinction scholastically.

3. Football intensifies the drinking evil particularly among those who follow the team away from home.
4. Football is a cause of betting on the part of the undergraduate.
5. Players are attracted by improper financial and maintenance offers.

How can the evils of intercollegiate football be abolished and the game be "given back to the boys"? Most writers on the football problem agree that the gate receipts should be abolished. Football must be deflated! If the coaches' salaries were cut, coaches would be on a level with other college teachers. Coaches make much extra money in various ways—by endorsements, by writing magazine articles and by giving lectures. Too much esteem has been built up for the coaches. Football must again become a mass contest in which several thousand students will get a moderate amount of exercise and eleven students will not be over-exercised. The recruiting of athletes would disappear if colleges would establish adequate and proper requirements for entrance, and require a conscientious and honest scholastic performance throughout the college years.

College students have the power to help football to a new deal. They want football to be fun. Grantland Rice says that within a few years intramural football will be the important part of college football programs, and that the varsity teams will play only three or four outside games a year. Those games will be with schools having the same entrance qualifications, the same student obligations, and the same scholastic standards.

Before intercollegiate football can be abolished (if it ever is), colleges must find some method of financing their athletic programs which have been supported by football.

The greatest danger in high school football is not an educational danger as is the college problem. It is a physical danger.

High school football needs a new outlook. It needs the interest and criticisms of parents. In the last several years,

school administrations, physicians, and businessmen have begun to work with the parents for safer high school football. However, the chief neglectors of high school football players are their parents.

A survey shows that eighty-five per cent of the country's high school playing fields are unfit to be played on. If parents knew that their sons are being thrown down on rocky fields that are pounded down until the boys can hardly escape without broken bones, would they not take action? The problem then is the education of parents to football hazards.

A few thousand mothers working individually or in Parent-Teacher groups could help make high school football safer if they would work for: better playing fields; a daily check on the team's physical condition by a competent doctor; the right of officials on the field to remove distressed players; elimination of head-on tackles; and first class equipment, especially headgear.

If the school cannot afford the best equipment, the parents of each boy should buy his equipment. This equipment should be stamped with the seal of approval of the Federation of High School Athletic Associations.

The diet of the boy who plays football should be watched. There are no training tables for high school athletes, so parents must see that their boys eat the right kinds and the proper amounts of food.

Athletic directors who are working for a new deal in football are entering the field each year in ever-increasing numbers. They will not be just coaches of either six or eleven man teams; they will be health and physical education directors also. Coaching will be just one of their many duties. What football will be in the future depends largely on these new men. Of course, they will have to follow policies set for them by their various schools, but they will still be a strong influence for better athletic programs. It is unlikely that even a small change for the better will be apparent in the next few years. However, many educators are hoping, at least, for an elimination of a few of the hazards of football as a business and a trend toward re-instatement of it as a part of a well-rounded athletic program.

Self Government in English Schools

IT IS becoming increasingly apparent that present-day education is not merely the teaching of book knowledge. A wide range of tasks comes within its sphere, all of which lead eventually to the same goal in an endeavor to equip the young people of today for the increasing responsibilities which lie ahead of them.

Since the Education Act of 1944, many changes have taken place in English methods, and under the new system only those children who possess the ability to express ideas logically and reasonably are admitted to the Grammar School, which caters for a higher form of Secondary Education. It was in the spirit of this new Act that an interesting experiment in school-government was launched at Okehampton Grammar School, Devon, England, a mixed school of about three hundred children. The experiment was designed to raise the child to a position of responsibility and to give him an opportunity to express views and translate them into action.

Instead of the usual procedure of prefects being nominated from above, a Senate of fifteen members is elected by the pupils themselves, a constitution being drawn up to regularize the new body. Children in their fifth, sixth and seventh years at school nominate and second consenting candidates to the Senate. Children in their third year and above may vote for the nominated candidates. Those in their first and second years, however, are not permitted to take part in the ballot, on the grounds that they have insufficient knowledge of their fellow pupils to cast a sound vote. Canvassing is not allowed and voting is by a simple majority. It is an interesting discovery that the sixth former is not necessarily elected, as under the prefectorial system, nor the boy with athletic awards; in most cases the selection has been well thought-out and those chosen are the type who will best serve the community.

The Senate elects a Boy Consul and a Girl Consul for the year. It assembles at regular times and normally holds private sessions in the school library, though the Headmaster is occasionally asked to give

PAMELA KAY

*British Information Service,
30 Rockefeller Plaza, New York, N. Y.*

advice. Parents are showing so much interest that they have requested permission to watch the Senate's proceedings from the Visitor's Gallery. Nearly all the internal activities of the school come under the jurisdiction of the Senate, whose powers are both executive and advisory. It has the right to summon the wrongdoer to trial and, if found guilty, to admonish—but not to inflict corporal punishment. On the other hand, children who have shown marked public spirit are duly commended and awarded prizes or medals on Speech Day.

The Senate offers constructive suggestions and practical aid on a variety of subjects, such as improving the amenities of the canteen, petitioning for less homework when this is really excessive, and so forth. When the original constitution was drawn up in Okehampton, the Headmaster suggested that the Senate might criticize both the staff and himself, but the Senators were determined not to have this as one of their powers.

It is advisable to have a preparatory period between the orthodox internal system of a school and self-government. A sudden plunge into the latter is most likely to end in disaster. During the interim period, responsibility is gradually handed over to the boys and girls, and great emphasis is laid on honor, uprightness, sincerity, and courage. Members of the staff should have as close a bond as possible with the pupils, encouraging confidence and yet at the same time retaining firmness.

Perhaps this experiment would not be successful in countries whose Governments and ways of life differ very largely from ours in Britain, but where the Parliamentary and Senatorial systems are understood, it seems likely that it would appeal very greatly. If the idea spreads, an organization could be set up maintaining a lively correspondence between the various Senates.

The young mind is ever eager to grasp

and appreciate new ideas, and in school self-government lies a splendid opportunity for the child to give expression to his thoughts, to make creative suggestions, and to learn to differentiate between the worthwhile and the worthless.

Attic to Assemblies

MRS. RUSSELL CRABB
*Science Teacher,
Test Junior High School,
Richmond, Indiana*

AT the beginning of last school year Mr. C. W. Hemmer, principal of Test Junior High School, suggested as a school project "Better school assemblies." A committee of teachers was appointed to carry out this idea. The committee planned some of the special day programs, others were assigned to departments and to extra-curricular groups.

Many good assembly programs resulted from this idea. The one which was sponsored by the science department was educational, as well as entertaining, and it has been suggested that it should be written up as source material for other groups who may be looking for ideas.

The 9B science class had just completed a unit on sound and decided it would make an interesting topic for the science assembly. They selected "The Old and New in Recording" as the theme. Then came the attic-to-attic search for old recorders. Three that would work were finally located, dusted, and oiled. The oldest instrument was a hundred-year-old Swiss music box (Regina) of the type now highly prized as antiques. The fifty-year-old Victor had a tin horn, a hand crank and the familiar trademark of the dog listening to its master's voice. There was also a twenty-five-year-old recorder, which had to be hand wound.

The program was divided in two parts. First, a student gave an introductory background on the history of recording, beginning with Edison. Then a record was played on each of the old instruments. For contrast,

a record was then played on the new Zenith combination which the school had purchased this year. There were many giggles and smiles at the tinny quality of the oldest recorder.

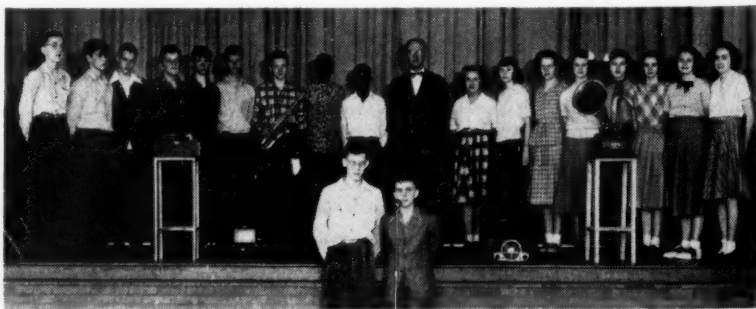
For the second part of the program, students were told that now they would actually see a record being made. This was done on a Webster wire recorder loaned by the owner of a local music store. The numbers to be recorded were selected for variety. There was a short radio story complete with sound affects, a saxophone solo, a boys duet, a girls chorus, boy soloist, and finally the entire school singing together the last number.

After the recording was completed, Mr. Kring, the owner, explained wire recording, its history and uses, and answered questions.

The record which all had watched being made was played back, and both participants and audience enjoyed hearing how the various sounds and voices reproduced.

From the comments which followed the assembly it was evident that the student body had profited by the whole idea. The contrast of old and new was stimulating. The student committee who planned the assembly felt they had achieved their purpose, which, as stated by a student announcer, was "to present visual and audial proof of the progress men of science have made in the field of recording!"

A look in anyone's attic will suggest many projects similar in nature to ours. Every household article has a history. That history is one of progress. Young people, who are looking ahead, will be stimulated in their interest and efforts by a school assembly dealing with subjects that are close to them in their home life. Fortunately such a program offers many opportunities for cooperative effort, and results will be gratifying to both the student body and to patrons



Activities for the Gifted Child

IN presenting the following list, it is necessary that we make this disclaimer to originality. Most of the items have been used by good teachers for many years. Some may seem to be innovations, but their newness consists principally in the adaptation of an old device to a new development in the tools available in the modern school.

For the countless numbers of excellent, experienced teachers there is no help in these pages. There are many new members of the profession to whom the suggestions made here will be a very real help. It has been decided, therefore, to publish this result of a survey and study made while the authors were principal and teachers of Patrick Henry School.

In every school room there are two kinds of children who seem to get into most of the trouble. The one we hear the most about is the backward child. He will not be considered here. It is felt that newspapers, magazines, and other special article writers, juvenile court speakers, and psychiatrists have covered this field quite thoroughly.

The other one is the gifted child. He is the forgotten child of our modern civilization. There was a time in our history when schools slowly but surely screened out all but this group. Today, however, there is a very real danger that the screening may operate the other way.

This statement is not made in criticism of present methods. The modern American public school is the best teaching organization ever evolved for mass education. And out of mass education has come the present enlightened world citizen.

The danger lies in the fact that the gifted child, able and willing to do his work without special attention, has time on his hands. Too often this is idle time. He can do his assigned work "and then some." It is this extra potential of the gifted child with which the teacher must be concerned.

It is the teacher's business to see that this time is spent at worth-while activities that will broaden and deepen the personality. Busy work is not the answer. Every assignment made to a pupil must

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contribute to his mental, physical, or spiritual growth.

Girls will accept busy work and, as a general rule, will faithfully turn in the completed papers or run the fools' errands, but the boys will not. They wander off and get into trouble. The young teacher "simply can't understand it."

In assigning special activities to the gifted child, the special abilities and the special needs of each individual must be considered. The needs are most important. It may be, in fact it usually is, necessary to give the child a sales talk on accepting the assignment because he needs the experience he will have in doing this special job. Gifted children, however, are quick to see the sense of the situation.

There must also be special activities to employ special skills or other special abilities. It is along these lines that the child will make his principal contribution to society by furnishing a type of leadership for which he is peculiarly well qualified. Here the teacher must be a big enough person to be able to recognize the gifted child and then suggest worth-while things for him to do.

All this would suggest that when such boys as Tom Edison were pronounced dullards it was, in fact, the teacher who was lacking in ability. It suggests, further that teacher's salaries must be large enough to attract large people who will have enough money to take advanced schooling, to travel, and to live as a really "big" person insists on living. But this is the basic theme of another article.

Some American communities have segregated the gifted children in special rooms or special schools for many years. How strong is this case? On the other

hand there are those who contend it is impossible to do a good job with the exceptional child unless he is in a normal classroom where he functions in a natural cross section of society.

The writers use almost pure chronological grouping. It is felt that this is the best situation to permit the teacher and three or four gifted children to work hand in hand. In this way the future leader grows naturally into the person he will need to be if he is to carry the world upon his shoulders. We can not expect him to suddenly accept this responsibility at age twenty-one. He must have countless experiences in exercising leadership on steadily rising levels, year after year.

Activities for the Readiness Rooms (Nursery, Kindergarten and Grade I)

1. Choosing, freely, activities that challenge.
2. Using large, light building blocks to create.
3. Taking time to complete work or projects begun.
4. Pursuing own interests after assigned work is finished.
5. Helping others less gifted.
6. Doing additional work beyond the assignment.
7. Doing special work on the easel, or with clay.
8. Doing special work with wood and with tools.
9. Playing additional picture matching games, or number matching games or word matching games.
10. Assuming responsibility for difficult housekeeping jobs.
11. Reading additional primers in the room libraries.
12. Taking initiative in making flannel grams, etc., planning etc.
13. Taking the initiative in dramatizations, planning them, etc.
14. Taking charge of mid-morning milk distribution.
15. Performing housekeeping duties in a superior manner.

Activities for the Primary Rooms (Grades I, II, and III)

1. Many of the activities in the readiness rooms.
2. Taking the initiative in reading books in the room libraries.
3. Voluntarily helping less gifted children.

4. Leading small groups in use of flash cards.
5. Leading small groups in other games with words and numbers.
6. Helping slower children with their spelling.
7. Helping other children with pronunciation.
8. Planning and executing large mural exhibits.
9. Discovering special books at the library (public or branch.)
10. Acting as special messenger.
11. Counting pupils present each day at a special time.
12. Doing special advanced assignments.
13. Acting as leaders in gymnasium work, playground activities.
14. Accepting responsibility for care of the flowers.
15. Caring for the room library.
16. Helping less gifted children to learn to write.
17. Planning and executing special room decorations for holidays.

Activities for the Middle Grades (III and IV)

1. Many of the activities in the primary rooms.
2. Taking charge of milk distribution in the morning lunch period.
3. Taking the initiative in playing Anagrams, Phonic games, etc.
4. Helping to assemble, care for and operate special equipment.
5. Teaching less gifted children to write.
6. Acting as private teacher for less gifted child.
7. Acting as monitor in room functions.
8. Acting as group leader in gymnasium and playground work.
9. Acting as health inspectors for the room.
10. Studying, choosing and planning special slide entertainments.
11. Planning and making slides for special or regular use.
12. Planning and executing special room decorations.
13. Volunteering for especially difficult work.
14. Helping teacher with special school chores such as audiovisual aid delivery.

(Continued on page 66)

By What Authority?

A VITAL problem in the modern secondary school system is the legal status of the extra-curricular program. Few doubt that the practice of using school property, the buildings and equipment, is illegal. However, can the school authorities legally charge admission fees to activities held in public buildings?

It would indeed be an item of concern for those educators who have recognized the values of extra-curricular activities (and charged admission fees to them) if the United States Supreme Court some day declared that "the only right and proper way to raise money for school purposes is through taxation." Furthermore, the court might hold charging of admission fees to public school events illegal.

No doubt extra-curricular activities could survive, but definite readjustments would have to be made. It would seem the practice of charging admission, like extra-curricular activities themselves, just "grew up". By what authority, then, does the school charge admission fees?

The power to regulate the affairs of the school district is derived primarily from state laws. The state, through various statutes, delegates these powers to their agencies, namely the duly elected members of the local school boards. The boards in turn delegate authority to the superintendents and principals.

Some statutes specify that the boards of education may permit the use of public school buildings for public assemblages under any rules adopted by the boards. Other states merely give broad powers of regulating the school property to the local boards. All laws must adhere to the provisions set forth by the respective state constitutions, subject, of course, to the federal constitution.

Thus it would seem there is a generous amount of discretionary power vested in the boards to determine the "right and proper" use of public school property.

If some irate taxpayer wished to question the practice of charging admissions to a public school building which he pays taxes to build and support, he would probably enter suit in court. The suit could charge misappropriation of public funds and misuse of public school property. In the interests of representing taxpayers,

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the individual could ask the court to issue an injunction to enjoin the use of the school property for dances, athletic contests, dramatics, and/or any social entertainment by persons or organizations charging admittance fees.

Until the local court or the United States Supreme Court holds it illegal to charge admittance, schools may continue to engage in the practice. An investigation of the local statutes and the local court decisions would be the only way of determining the possibility that the local school would be restrained from charging admission fees until courts issue any opinions.

The American Jurisprudence books, a set designed to give references to court decisions and pertinent information on legal problems, has this to say in referring to the use of public school property:

One line of decisions taking the more liberal view, school authorities may grant the use of the building for other than school activities, provided the primary use of the building for school purposes is not interfered with. But another line of decisions apparently restricts the use of property strictly and entirely to school purposes on the ground that money raised by taxation cannot be used even indirectly for another purpose.

Here reference is made to a case in Kansas where the school board was enjoined from permitting public assemblages in the school building. Reason for the action was that books and supplies of the students were being damaged by members of the visiting crowd. It is to be noted this case came before the court in 1875, and the court was especially desirous of preventing the property damage which was a result of the public assemblages.

In 1931, on November 24, the Wyoming Supreme Court, in rendering a decision on the case of John W. Merryman, Appt. v. School District No. 16, et. al., Respts., (43 Wyo. 376, 5 Pac. (2d) 267) rendered this decision quoted in part:

The use of a school building out of school hours for athletic contests or social entertainments for which admission fees are charged, the proceeds being devoted to the furtherance of school activities, and the leasing of it to organizations for the purpose of holding dances, will not be enjoined at the suit of a resident and taxpayer of the school district where such uses do not interfere with the proper conduct and management of the school or harm the building or other property of the district and the electors of the district are vested by statutes with power, which they may delegate to the school board, to direct the "disposition" of the property of the district.

This opinion cites several other cases held in other states in which similar judgments have been rendered. It is to be noted that the consensus of the court opinions closely adheres to the principle

that the use of property for other than school purposes is valid if it does not conflict with the regular activities of the school or injure either the public school property or the property of the students which is kept at the school.

But until, either a local court or the federal court rules otherwise, the collecting of admittance fees for activities held on school property is perfectly legal. Furthermore, from examining pertinent legal books and court decisions, it would seem reasonable to conclude that few court opinions will hold it illegal to charge admittance fees to school activities.

However, as every good educator knows, the primary purpose of extra-curricular activities is not financial. Money-makers though they are, athletics, dramatics, and musical programs should be more than mere entertainment or commercialism. They should be educational!

Shakespeare Is Fun

TWO of the greatest evils that beset the course of educational drama are to be found in the choice of materials and the methods used in their preparation. If given sound "basic training" in speech fundamentals and then an opportunity to grow into characterizations of a challenging nature, high school students not only meet that challenge but often develop, with proper guidance, into surprisingly sensitive and creative individuals.

The policy in our high school has been built on a belief that the entire school, as well as the participants, should benefit from a production and that when a student has been graduated from this school he will have had an opportunity to see at least eight full-length plays with literary as well as entertainment values.

Keeping this responsibility in mind, also that good theatre must always have box office and audience appeal we had been contemplating the production of a Shakespearean play. As we had had successful experiences with such plays as "Angel Street," "Our Town" and "Barrett's of Wimpole Street," we felt we were ready to tackle one of the Shakespearean comedies.

After a play has been selected, much

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careful research and study must be made to prepare cast and staff members who are to undertake the production. We found Mark Van Doren's "Shakespeare" and Margaret Webster's "Shakespeare Without Tears" invaluable aids. One of the big mistakes directors make is to hasten this part of the preparation or omit it entirely. Superior work cannot be done by high school students on stimulating material in less than an eight weeks growing period.

Late in January, we decided to produce "A Midsummer Night's Dream." The dates set were April 1, 2, and 3. Students and patrons alike met this announcement with varying degrees of enthusiasm. Some were skeptical while others were curious about what a group of high school students could make out of that poetic fantasy which combined vocal and instrumental music and ballet with a meager plot. Even prospective cast members were a little doubtful as they began discussions and weighed passages to be left in and parts to be cut. Finally the script

was completed, and then it was our extreme good fortune to have the entire cast and staff plus two hundred fifty other students from the English classes see the Max Reinhardt movie version, which dispelled any doubts on the part of the students as to whether or not Shakespeare could be fun.

We set up our rehearsal schedule and timed our show. With judicious cutting, we retained more Shakespeare than did the motion picture. By including only a moderate amount of vocal and instrumental music and ballet, we found that we could do the whole show in two hours. We arranged it in three acts, two scenes in each.

After parts in such a play have been assigned, perhaps two people to a part, each student must analyze carefully the character he is to "grow into." He must understand the character's background, his emotions, and his motives. Above all, the actor must be sincere and eager to understand his relationship with other characters and to the play as a whole. Especially in Shakespeare must he understand perfectly the meaning behind the lines he speaks. When he does that, then it is merely a matter of development in his part in helping to give the movement of the whole play proper tempo. Here a spirit of teamwork is essential, also a knowledge of how to gain and keep one's audience. The poetic quality of the lines proved to be a comparatively easy hurdle, once we fully understood their meaning.

Our technical difficulties were much simplified by an arrangement we secured from the Viking Press, made by Thomas P. Robinson for Little Theatre production. A script made in England was also helpful.

The Menhelssohn score and vocal music may be secured in both record albums and sheet music. Our scrim or gauze curtain was used for the dream sequences. Fortunately we had in our costume wardrobe Elizabethan costumes to outfit the cast of twenty-five.

One of the problems we encountered was just how to play the slapstick clown scenes "to the groundlings" and yet not go beyond the bounds of good taste in that wonderful little play within the play.

As the cast donned their costumes and

were made up for the student matinee, they agreed that they had enjoyed themselves thoroughly, but they were still doubtful about student reaction to Shakespeare. It didn't take long to clear away those doubts. A quotation from the *Benson High News* summed it up pretty well. "As the laughter at the unexpectedly modern humor of 'A Midsummer Night's Dream' rang out, some Benson students realized Puck's line 'what fools these mortals be' was directed at them. For most of them the play was their first contact with 'acted' Shakespearean drama, but it changed their belief that Shakespeare was only for studying."

The following quotations from members of the cast are representative views of the students who participated: "Working as a clown in a Shakespearean play, I discovered for the first time the subtle humor of Shakespeare" and "Shakespeare never intended that he should be feared. Rather, he wanted to be enjoyed by all ages." Another said, "Helping bring 'The Dream' once more to life was a thoroughly delightful experience."

With a little more courage to choose finer materials and a great deal more planning and hard work, high school drama departments can make a real contribution to the cultural life of their schools. Student enthusiasm is boundless, and amazing results can be obtained if their energies are channelled in the right direction.

Ethical sense is awareness of beauty, economy, fitness, and proportion in conduct. Ethical discrimination, a sense of obligation, and disciplined will power make character. Keen ethical sense requires intelligence and experience. Lacking these, conduct must rest on codes, presumably formulated by those with greater ethical sense for guidance of those with less. In ethics, as in every field, genius sets standards which become authority to those who recognize excellence, even where they cannot create it.—*Antioch Notes*

Ideals are like stars, we never quite reach them, but like the mariner at sea, we chart our course by them.—Selected

Do We Need a World Federal Government Now?

RESOLVED: That The United Nations Now Be Revised Into Federal World Government.

THE framers of a national high school debate topic are constantly looking for some problem that will not only be of interest to high school debaters during an entire season, but in addition will be one of the more important public problems of the day. With World War II still fresh in our memories, and the devastation of World War I still a vivid picture to an older generation, the greatest problem of the world today is how to maintain the peace.

Since the maintenance of world peace is our number one problem, the high school debate subject for the year might well be RESOLVED: That world peace should be established and maintained. The only difficulty with such a subject is that it favors the affirmative. Practically every person will agree that it would be desirable to be able to establish and maintain world peace. The real problem is to find a way that such peace can be established. It is at this point that we have selected the debate topic for the coming year.

Since we will all admit that the establishment and maintenance of world peace is a desirable objective, the next step is to find some way this can be done. Some people feel that it can best be done by the organization of large armies by the stronger nations. We have one small group in the United States who feels that our only protection will come with such a plan. On the other hand, we have another considerable group in both the United States and other countries who feel that the only answer to the problem of maintaining world peace is to form a Federal World Government. Since this proposal seems to be the most logical one we have for eliminating future wars, the high school students of the United States will debate the subject, RESOLVED: That the United Nations now be revised into a Federal World Government.

The idea behind the formation of a Federal World Government is not a new one.

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In 1600 Henry IV of France proposed that the nations of Europe should form one nation. At that early date some thinkers were feeling that it would be better to have one government than the fifteen that then existed. Benjamin Franklin proposed such a combination in Europe just after the United States was formed, and later Victor Hugo envisioned such a combination of the European states.

These proposals for the combining of the states of Europe into one nation would eventually lead to wider horizons. If a United States of Europe would be a good thing, why would it not be better to go even farther and form a government of the entire world. Thinking of this type gained many supporters during and immediately after World War I. At this time we saw the nations of the world ready to try a limited form of world government in the League of Nations. Although the idea had been fathered by Woodrow Wilson, the people of the United States were not ready to give it their support. The United States refused to join the League of Nations, and within a few years it was evident that the League could not maintain world peace. The important dilemma before many people now is: Did the League fail because no international organization can keep world peace, or was it a failure because such large nations as the United States and Russia were not active members? The answer to this dilemma will be important to the solution of this year's debate topic.

Since 1914 a series of inventions and events have occurred that have finally led to the present demand for a Federal World Government. The first World War taught us that no war could be allowed to go on without endangering every nation on earth. After 1918 the United States hoped that by tending to her own business she could keep out of another war. World War II proved that, try as

we would, we could not keep out of a war that involved other major nations. We have learned that when war comes the entire world will become involved.

Inventions and scientific developments have also played their part in changing conditions throughout the world. The airplane, a harmless novelty as late as 1910, is now a speedy weapon so highly developed that it can travel non-stop to any spot on earth and deposit its deadly cargo. The atom bomb has such potential destroying power that certain scientists fear that its uncontrolled use might enable a predatory nation to annihilate completely another nation or even conquer the world.

Our scientists have already developed methods of destruction that are too potent to trust their manufacture to any one nation. If the world is to survive, many people feel that the manufacture of certain instruments of war can only be entrusted to the government of the world.

Several individuals or groups of intellectuals have proposed forms of world governments that might serve as models for the debater. The Chicago Plan, formulated after two years' study by University of Chicago professors, seems to be the most concrete proposal. This plan has much in common with the organization of the government of the United States. Although this plan seems to have been well worked out, many people are doubtful of its workability.

Regardless of the exact wording of this debate topic the duty of the affirmative is to prove that the establishment of a Federal World Government will maintain world peace. The other benefits to be derived from such a government may be valuable, but the major problem is to eliminate war. If the affirmative can prove that their system will make world-wide war an impossibility, without sacrificing personal liberty, they will establish their case.

A DISCUSSION OF THE MEANING OF THE TERMS OF THIS DEBATE TOPIC "THE UNITED NATIONS"

By the term "THE UNITED NATIONS" we refer to that world organization that was founded during the closing days of World War II. The foundations for the United Nations were laid at the Dumbarton Oakes Conference in Washington from August 21 to October 7, 1944.

Representatives from United States, the United Kingdom, Union of the Soviet Socialist Republics and China were in attendance. This conference proposed the establishment of an organization of nations for the purpose of maintaining world peace. This led to the calling of the United Nations Conference on International Organization at San Francisco from April 25 to June 26, 1945.

The United Nations Charter pledges the signatories to maintain international peace and security, and to cooperate in establishing political, economic, and social conditions favorable to the attainment of these objectives. The Charter specifically precludes the United Nations from intervening in the internal affairs of any nation.

"NOW BE REVISED INTO"

This is the term of the debate question that calls for action. The topic has been worded in such a manner that the affirmative debaters cannot escape their obligation to propose immediate action upon this question. As worded the term "NOW" means that the proposal must be undertaken at the present time or—at once. The affirmative cannot argue that the United Nations should be changed gradually into a Federal World Government. A glance at the question will indicate that the change must be made in the very near future.

"BE REVISED" means that the aims and purposes of the United Nations should immediately be re-examined and corrected for errors and then changed and altered for the better. In this particular debate the topic states just what type of immediate revision shall be made. The term "INTO" indicates what the change is to be when we read the rest of the debate question.

"A FEDERAL WORLD GOVERNMENT"

By the term "A FEDERAL WORLD GOVERNMENT" the debater is referring to the type of world organization that is proposed and defended by the members of the affirmative team. According to Webster's definition, federal government is a "state consolidated of several states which retain limited power." If this definition is accepted, a Federal World Government would be one in which most of the nations of the world would

form a union granting certain specific powers to the world union and retaining certain other specific powers themselves.

In a broadcast of the "Town Meeting of the Air" on the subject "Does the Atomic Bomb Make World Government Essential Now", the moderator gave the following definition for world government: "By world government we mean a world authority with definitely prescribed powers created by the people of all—or nearly all—of the nations of the world through their authorized representatives. Within the limits of its prescribed powers, it may make laws and regulations. Such a world government would maintain an independent world police force and a world court, which would be the final authority with respect to those areas to which such a world government is confined."

Probably the best example of a federal government that can be presented is that of the United States. Our nation has one government for the entire country, which is a federal government of definitely limited powers. All governmental powers that are not granted to the federal government directly by the Constitution of the United States are retained by the individual forty-eight states.

When the term "WORLD" is added to that of federal government we are talking about an organization that is similar to the United States except that all—or nearly all—of the nations of the world would join in the formation of the government. It must be remembered that this proposal requires the affirmative to defend a world organization, and thus they cannot propose and defend the formation of regional units such as a United States of Europe or a Western Hemisphere Union.

If the world government is established, it will have certain very definite powers that will be given to it by the Constitution of the new Federal World Government. Among these powers will be such measures as the right to raise and maintain an international police force, the power to levy and collect certain taxes, to establish and maintain a world court, and to make certain laws and regulations regarding the operation of the world government. It must be remembered that the

powers of the Federal World Government will be definitely limited.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

The dilemma is a method of strategy that may be used in debate by either the affirmative or the negative teams. This strategy consists of asking your opponents a question that has two very obvious answers. This question should be so worded that, no matter which of the two answers your opponent may select, his answer will eventually weaken his case in the contest. When properly used the dilemma is one of the most effective methods of debate strategy known.

SAMPLE AFFIRMATIVE DILEMMAS QUESTION

Do the members of the negative team believe that a Federal World Government with the United States as a member, will be able to maintain international peace in the present day world?

IF THEY ANSWER YES!

The members of the negative team are willing to admit that they believe that a Federal World Government, with the United States as a member, will be able to maintain world peace. In making such an admission they are virtually admitting that it would be wise to adopt the plan of the affirmative, since it would rid the world of its greatest curse, war. When the negative team is willing to make such an admission they are virtually conceding this debate. There is little reason why we should continue this contest if our opponents are willing to admit that our plan will work.

IF THEY ANSWER NO!

The members of the negative team contend that a Federal World Government, with the United States as a member, will not be able to maintain world peace. When they make such a statement they are taking a fatalistic attitude toward the ability of the world to abandon the age-old game of war and to substitute in its place a better method of solving disputes.

When the negative debaters take this attitude, they are also assuming a burden of proof in this debate. They must point out a better method of solving this problem of recurring wars and must prove that their method is better than that of forming a Federal World Government.

(Continued on page 79)

Teen-Agers Have Problems Too

WEDNESDAY'S school bulletin read, "No, John, you can't have the car tonight. You've had it twice this week already. How do you ever expect to amount to anything? Spending all your time and money running around with that blond! No wonder I have stomach ulcers—you kids keep me constantly upset always wanting things. You the car, Mary a new formal, mother needing money . . . Why when I was a boy . . .! Does that sound familiar? Are there peeves or gripes in your family life? Think them over—write them down. They'll be collected 1st period Friday. No names please, just your honest personal problems. These will be compiled and used as a basis in determining the common problems of E.U. H.S. students."

Realizing that youngsters easily reflect the viewpoint of adults, each teacher was contacted and asked to help students recognize and express their problems on paper. It was also explained that these were to be used as the basis for a panel discussion during Public School Week.

On Friday, 205 problems were handed in anonymously. These were segregated into groupings: those pertaining to going out, financial difficulties, disputes concerning the automobile, and troubles with other family members. For purpose of frankness, it was thought best that problems be kept anonymous. Discussion time would not permit consideration of more than the common general problems of these young people.

The panel discussion was held in a regular school assembly on Wednesday of Public School Week. Invitation was extended to the public through announcements in the local paper and at the P.T.A. meeting.

The panel members consisted of four oldsters, four teen-agers, and a moderator. All the elders were known, respected residents of the community, as well as parents. The two women were (1) a worker in the American Institute of Family Relations under Dr. Paul Popenoe; (2) an active P.T.A. member. The men (1) a local physician and surgeon; (2) local pastor of the Spanish-speaking church.

FRANCES BEVAN

Homemaking Teacher, Union High School, Escondido, California

The teen-ager views were delegated to two Senior girls and one Junior and one Sophomore boy.

In preparation, each panel member was given a mimeographed copy of the 205 problems expressed in their original wording for study and reflection. The panel acted as a team, expressing viewpoints and reasoning together. The Dramatics class, under the direction of the instructor, wrote and presented original skits based on the problems. The written problems were easily discernible in the script.

Comments from students and adults were highly indicative that more of such programs would be of value. Teachers reported that the discussion continued in many classes following the assembly.

Graduates have often commented that schooling generally is aimed at preparation for future living, and that little is done to help with present problems. The one who is successful in solving today's problems will be prepared to face tomorrow's problems with courage. Too frequently the little unsolved troubles of today grow into the big problems of tomorrow. It is somewhat comforting to discover that others have similar difficulties, yes, perchance greater ones, which may make ours appear infinitesimal.

An often-justifiable criticism of today's high school points out that too many of its efforts are aimed at objectives too far removed from everyday life. The human relations of young people are real problems and aid in their solution is definitely within the province of the modern high school. A panel discussion, together with activities leading up to it, is highly educative.

Peoples have even become great in the surmounting of their problems. No problem is too great if youth and experience work together toward its solution. A panel discussion in high school assembly will help.

ASSEMBLY PROGRAMS

for NOVEMBER

First place this month goes to a letter from Mr. Louis A. McCoy, Headmaster, Girls' High School, Boston, Mass. Mr. McCoy writes:

We have had a series of assemblies at Girls' High School during the term of 1947-1948 that might interest readers of *School Activities*. The title of the series is "Personality Clinic." There has been a succession of seven aspects of "You."

The first one was "Outward and Visible You." An expert stylist from a down-town store told the students in an effective way the best manner in which they should dress to enhance their own personal appearances. Each girl received a copy of a color chart illustrating styles for different sizes and shapes of young ladies.

The second assembly was entitled "The Physical You." It was illustrated by a group of college girls from the Sargent School of Physical Education. The girls were taught how to improve their health, strength, posture, poise, and traits that make for an attractive physical personal appearance.

The third assembly was entitled "You and Your Mind." Three heads of departments told the girls about the advantages and happiness that would come to them if their minds were trained in the scientific field, in the literary field, and in the historical and social fields. These talks were given by the heads of our science, history, and English departments.

The next assembly was a style show. It was entitled "You and the Right Look." Judging from the artistic blending of colors, the delicate sense of proportion in the types of gowns, accessories, etc., and from the behavior and skillful modelling of our own girls, it was easy to see that our drawing teachers achieved and illustrated the "right look" for girls in a big city high school.

The next assembly was entitled "You in Business," and it gave the girls valuable hints on the manner of applying for a job, the correct office procedure, and dress while holding down the position.

The next assembly was entitled "Hobbies," and the girls were told how much enjoyment they could get from certain hobbies, which were profusely illustrated.

Last assembly was entitled "The Spiritual You," and the Headmaster spoke to the girls wholly from a spiritual standpoint, emphasizing

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Salem, Oregon

their obligations to do the right thing not only from the viewpoint of the material world in which we are living but the spiritual world both here and hereafter.

These assemblies, we think, have been very interesting, and we feel quite sure that our students got a tremendous amount of benefit from them.

PROGRAM SUGGESTIONS FOR NOVEMBER

Week of Nov. 1-5 Assembly Connected with National Election.

This is a National Election year and most schools will want to plan some kind of assembly program connected with this event. Many schools will hold an election to run parallel to the general election, in which students express their preferences for the regular candidates. There are numerous plans which can be carried out in an assembly of this type. Miss Emma E. Christian, Principal of Norristown, Pa., Senior High School has contributed an account of an assembly produced in her school which may be helpfully suggestive to assembly committees. Miss Christian's account follows:

One of our most stimulating assemblies was entitled "If I Were Twenty-One." It was presented just prior to the November election and was in the nature of a pre-election rally. Its primary purpose was to make each student aware of his responsibility as a citizen when he reaches his majority.

The script was written by a faculty member, but the questions, that comprised the most important part of the presentation, were formulated by a group of students. These questions dealt with suffrage, various phases of politics, and sound citizenship. They dealt with what the pupils really wanted to know, not questions that had been suggested to them.

All members of the cast were seniors. The play began in a light vein, with a group of youngsters discussing their place in politics. Some of them felt that voting is a privilege of

citizenship, some felt that politics is "just a racket," and still others were indifferent. At this point, the President of the Borough Council of Norristown was presented, prepared to answer the questions put to him. The questions came in rapid succession, and he was ready for all of them, giving definite, accurate answers to such queries as:

What is the first thing you would do if you were twenty-one on election day?

Just how does a person get to be a politician? In other words, how does one enter politics? What are the steps taken?

If you become twenty-one on election day, could you vote that day?

If you became twenty-one the day before election day, would you be allowed to vote?

When a person reaches voting age, how does he go about registering?

Is there a penalty for not registering when you are twenty-one?

Why can't you vote when you are eighteen

Should one join a party?

Should you vote a straight ticket?

What is blind voting?

Why is the regular election held on the first Tuesday after the first Monday in November? Why that date?

A strong bond was established immediately between this community official and the student body; everyone had a thoroughly good and profitable time. The program closed on a patriotic note with the question, "In spite of all its faults, isn't The American system best?"

It would be difficult to choose a program that offers more far-reaching benefit than one of this type. Student participation is present. Instruction is given in a manner that pupils enjoy. Groundwork is laid for sound citizenship. School and community find a common meeting-ground and public relations are markedly enhanced.

Week of Nov. 8-12 Assembly Connected with American Education Week.

The observance of American Education Week is sponsored by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers. "Strengthening the Foundations of Freedom" is the 1948 theme. Topics for daily emphasis are: Nov 7—"Learning to Live Together." Nov. 8 — "Improving the Educational Program." Nov. 9—"Securing Qualified Teachers." Nov 10 — "Providing Adequate Finance." "Nov. 11—"Safeguarding Our America." Nov. 12—"Promoting Health and Safety."

Helps for developing programs for American Education Week are available from the National Education Association, 1201-16th St., N. W., Washington 6, D. C.

Below are accounts of two American Education Week assembly programs presented last year. The first, written by Miss Bessie I. Moore who is Co-sponsor of the Cadet Teachers' Club at Holmes High, Covington, Ky., reports on the program presented in her school. The second example is from the Union High School, Sanger, Calif., and was written by Mr. Clark Grafft of that school.

Holmes High Program. The Cadet Teachers Club, a group composed of senior students who are interested in teaching as a profession, chose "Building America's Future" as the theme for the American Education Week assembly program. The club conducted a symposium where members presented facts pertinent to the present status of education in America. Much study and discussion of current literature on education took place in preparation for the program.

The stage was arranged to represent a club room in which a meeting was soon to be held. The president and secretary were seated at a desk to the left. At the right stood the piano. Between were arranged the chairs occupied by participating club members. On the desk was a small radio.

When the curtain rose the group was discovered listening to a radio broadcast of an Armistice Day Parade. As the music died away, the broadcaster singled out for interview several high school students whose voices bore testimony to the preparation for life which the American high school is giving its youth.

At this point the club president turned off the radio, called the meeting to order, and presented briefly the subject of the program. He then asked a series of questions which club members volunteered to answer.

These are the questions and the germ idea of their answers:

1. What makes a nation really great?
"It is people that makes a nation great."
2. What makes a good school?
"Competent teachers, more than anything else, make a good school."
3. How does our investment in education compare with our other investments?
"We must double educational expenditures to meet the standard of spending in other fields."
4. Does our investment in education really pay?

According to findings of the U. S. Chamber

of Commerce, educational investments pay biggest dividends of anything."

5. Why is character education a matter of such vital importance?

"Put the boy together right, and the world will take care of itself."

6. Why was wartime education so much more efficient than peacetime education?

"We educated for war seriously, sparing neither effort nor money."

7. What is our answer to the present educational crisis?

"Equal opportunity for all, with education for peace as seriously considered and as adequately supported as education for war."

8. What can high school do toward building America's future?

"High school is where we learn what to do with our hands, our bodies, and our hearts. It is where we learn to live and work."

The program lasted for about forty-five minutes and ended with a solo presentation of "America, the Beautiful," as the ideal toward the accomplishment of which American Education Week is directed.

Sanger Union High Program. "Should the high school student select teaching as a profession?"

A panel of three high school teachers, two grammar school teachers, three high school students who plan to teach, and two who do not, discussed the above question before an assembly of Sanger Union High (Calif.) students and townspeople during American Education Week last year.

The speakers all sat at a long table on the assembly stage and spoke through the microphone so all could hear. Teachers told what had attracted them to the teaching profession, some advantages and disadvantages of the work, and what they felt they had gained or lost by staying with teaching. Two were just out of college and gave their experiences in preparing for teaching.

The students who had decided to be teachers gave their reasons for choosing the profession. Incidentally, each one said she was attracted to the work by being asked to handle grade and high school classes a few times. Here might be a hint for recruiters of teachers.

"Kibitzers" were the two students who definitely do not want to teach. They asked pointed questions, both of the teachers and other students. The assembly audience got big laughs and most challenging ideas from informal questions and answers which followed.

Out of a student body of 700, not a boy had chosen teaching; only three girls, all seniors,

had definitely decided to teach.

Whether any in the audience were interested in teaching as a result of the assembly was not learned. However, several boys asked leading questions in classes afterwards about their chances in the profession.

Invitation to the assembled students to talk over with their teachers the question of choosing teaching as a profession was extended by the chairman. So impressed was a local radio station manager that he had the participants in the assembly make a transcription for later use by his station.

The forum type of assembly has sold itself to students, teachers, and school administrations of our school. When the subject is worth-while and timely, there is no doubt that it can be developed to instruct and entertain the assembled students.

Week of Nov. 15-19 Assembly Connected with National Book Week.


National Book Week this year will be observed from November 14-20. The slogan is "Books Tell the Story." Program materials, posters, and other materials may be secured from Children's Book Council, 62 West 45th St., New York 19, N. Y. Following are two descriptions of assembly programs connected with National Book Week. The first was written by Mr. R. C. Montgomery, Principal, Junior-Senior High School, Springer, N. M., where the program was presented. The second was written by Miss Grace E. Crofton, Teacher-Librarian, Sedgwick Junior High, West Hartford, Conn., who had charge of the Book Week assembly in that school.

Springer Junior-Senior High Program. To increase interest in reading and use of the school library, our school put on a very unique assembly during National Book Week, 1947.

Our librarian sensed that a bit of advertising was essential to stimulate the desired wider reading and use of books. The following resulted:

Posters were made by the art classes to advertise Book Week, the main feature of which was to be the assembly program. These posters were displayed throughout the building several days prior to the program.

For the assembly program, each of the English classes in the junior-senior high school dramatized a scene from a good library book.



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Printed programs were distributed to all teachers and students in the audience. On these programs were the names, in order, of all classes participating in the dramatizations. After each class name was a blank. As the scenes were presented, everyone in the audience marked in the titles of the books represented. This stepped up interest, perhaps because it was a competitive game.

A student who shows some promise as a writer read an original article. Her composition wove seventy-five titles of books found in the library into a fanciful romance. This further advertised available books to our students.

Besides being one of our most interesting assemblies, it was one of the most worth-while in the aims we set out to accomplish. More interest was shown in select reading; the general attitude toward the library was encouraged and stimulated; and circulation of library books increased considerably. Now our librarian says, "It pays to advertise."

Segwick Junior High Program. Our school closed National Book Week with an assembly which was the result of integrated work of the library, art, music, and English departments. Keynote of the program originated from the 1947 Book Week slogan, "Books for the World of Tomorrow," which stressed the intelligent use of books in building a better world.

The program began with a very effective original tableau arrangement executed by a seventh grade English class. The youngsters, in "V" formation on the stage with the flag in the background, presented through choral speaking and song their beliefs as young citizens of America and the world. The closing lines, said in unison, reflected the tone of the entire program: "They lived yesterday building for today; we live today building for tomorrow." Singing "America, the Beautiful," the group left the stage and took their places in the audience. From this beginning, it seemed appropriate that a series of dramatic presentations of historic figures should follow, each introduced skillfully by a narrator and carried out before an artistically conceived backdrop prepared by art students.

Honor was first done to Nathan Hale, whose story was told by an eighth grade girl who pretended that she was Nancy Hale, a descendant of the Hale family. Seated at the side of a black-and-white sketch of a great tree—its trunk slashed off with new branches starting from the base—she retold in an appealing fashion the story of her great-great uncle Nathan as she had learned it when a tiny girl.

Next came a tribute to Stephen C. Foster and his music. Before a Mississippi steamboat river scene Jeanie came into being and sang the song

Stephen wrote for her. With the spotlight still playing upon the backdrop, the stories of the composing of "Oh, Suzanna" and "Old Folks at Home" were told, and the songs themselves were sung as arranged by the music department.

The story of Henry Bergh's success in fighting against cruelty to animals and children in spite of ridicule was made clear in the next scene. The point of this scene taken from "A Friend of Animals" by Pace—that a man could have the courage to do what he thought right—was understood by the boys and girls watching and listening.

Following this came two incidents from the childhood of Jane Addams which were significant in their implication for the kind of woman she was to become. Both were taken from the book "Jane Addams of Hull-House" by Winifred E. Wise. These incidents were presented by a boy and girl playing the parts of the father and daughter before appropriate scenes, one of which was the family livingroom and the other a slum settlement. Both show her innate sympathy and understanding of the feelings of others.

For the next item, a group of ninth grade boys dramatized scenes from the young manhood of Walter Reed. "Walter Reed, Doctor in Uniform" by Wood was the inspiration for this scene.

When the curtains next opened they revealed

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a backdrop showing Will Rogers on horseback twirling his lariat. Two boys in cowboy costumes impersonating old friends of the late cowboy philosopher sat cross-legged on the floor before the scene and reminisced. During the episode, some of the cowboy songs Will loved were sung by students. The source of this scene is "Biographies" by Keith and O'Brien.

In an attempt to appreciate the contribution a composer and musician makes to American life, a scene from the boyhood of George Gershwin was depicted. Young George (From "George Gershwin" by Ewen) is seen looking from a window, presented in perspective on the backdrop, evidently torn between the desire to join his playmates and the desire to be at home when the long-looked-for piano arrives in the Gershwin home. The dialogue which took place between him and his mother showed clearly the fascination which music would always have for him. A talented young musician of our school played "Rhapsody in Blue," one of Gershwin's best compositions.

The ending of the program was highly effective. The spotlight was directed upon a colored backdrop of a flag seen floating against a white-clouded blue sky. A girl, dressed in red and standing in front of the pictured flag, led the audience in the singing of Irving Berlin's "God Bless America." Throughout the program students were reminded of the great and noble achievements of America as told in song and story.

Week of Nov. 22-26. Annual Thanksgiving Assembly.

This program has become traditional in almost all schools. Therefore, little needs to be said by way of introduction. Examples of two programs which may contain new ideas will be given. The first, contributed by Miss Lenora M. Weber for the Assembly Committee of Western Hills High School, Cincinnati, Ohio, was presented in that school for Thanksgiving, 1947. The second, entitled "A Thanksgiving Experiment," is from the "Assembly Committee Handbook" by the Assembly Committee of Sewickley, Pa., High School.

Western Hills High Program. Several departments combined efforts last year to produce one of the most beautiful Thanksgiving assemblies ever presented at Western Hills High. The effect the committee wished to achieve was one of reverence and sacredness in the true spirit of Thanksgiving.

It had long been the custom of the school to have each homeroom in the junior high prepare a decorated Thanksgiving basket of food to be distributed to charitable organizations. These baskets had always been carried onto the stage

by homeroom representatives as a part of the program. Since competition among homerooms had become somewhat too keen, the committee felt that the procedure should be varied. Baskets were therefore collected during the first period and arranged across the front of the stage and in an effective pyramid at the rear. The school banner, the American Flag, and a few green plants completed the stage setting.

The assembly was scheduled for the fifth period, but classes first reported to their recitation rooms where each pupil was given a mimeographed program. The cover of the program contained a drawing of the horn of plenty and the lines from *The Vision of Sir Launfal*,

"Not what we give, but what we share,

For the gift, without the giver, is bare."

At the bottom of the page were the following brief instructions: "Pupils should enter the auditorium without talking and take their seats in a quiet and reverent manner. Because of the sacredness of the program, all applause should be omitted."

The customary flag ceremony at the opening of the program was dispensed with, and an organ prelude was played by one of the senior girls while pupils filed quietly to their places. At the close of the organ prelude another senior girl rose from her place on the platform, where all the speakers were seated, and gave the Call to Worship. For this we used a poem entitled "The Land Where Hate Should Die." It served to set the tone as well as the theme for the program. The Senior A'Capella Choir, seated in the balcony, then sang two hymns, "Bless the Lord, My Soul" and "Praise Ye, Praise the Lord." A history of Thanksgiving and the Thanksgiving Proclamation were given by ninth grade girls who had written their own talks. Following these brief talks, the entire student body joined in singing "Come Ye Faithful People" under the direction of the music instructor,



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who had previously rehearsed the song in music classes.

The next part of the program was the presentation and acceptance of the gifts of food. Our principal had suggested that this year we give a portion of our gifts to an elementary school in a poor neighborhood of our city, and he had invited the principal of that school to bring two or three pupils to our assembly to accept the gifts. Three alert, fifth grade youngsters responded to our ninth grade boy's presentation speech with talks, so refreshing and sincere that they completely captivated our high school audience.

"A Prayer of Thanksgiving" was then sung by the audience, and a ninth grade girl recited the poem, "The Landing of the Pilgrim Fathers." The last verse of this poem served as a transition to the next part of the program, a symposium on brotherhood, worked out and presented by a group of boys and girls from one of the ninth grade English classes. A Roman Catholic girl gave a talk on the meaning of brotherhood. A white boy told a story illustrating complete lack of racial feeling on the part of one of our great war leaders. A Jewish boy told about the celebration and meaning of the Jewish Passover and its connection with Thanksgiving. Closing this part of the program, a Protestant boy read

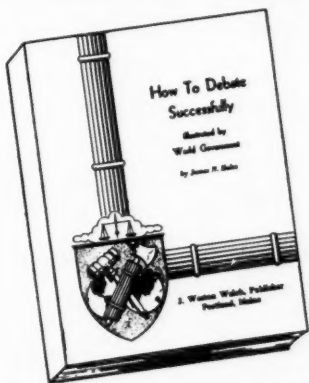
from the Bible a passage on brotherhood.

Before closing the assembly, the student body stood and sang "America, the Beautiful." They remained standing while the boy who had read the Scripture passage offered a prayer of Thanksgiving which he had composed. Then, from the balcony came the beautiful voices of the choir singing the Choral Amen, followed by the organ recessional as pupils filed quietly from the auditorium.

Sewickley High School. The Thanksgiving program is the first that we as a committee can claim as entirely our own. We may as well admit frankly that it cost us some bad moments. We felt that in the wealth of material things with which we are blessed, our students have lost much of the real spirit of Thanksgiving. We wanted to arouse in them a little of that spirit, but how to do it became a real problem. Just "preaching" wouldn't get us far.

We thought of dramatization, but that didn't fit in very well with our idea for we just could not find exactly what we wanted to dramatize. Dr. Irons, our supervising Principal, innocently solved our problem when he mentioned casually to our faculty sponsor that he would like to see the art department represented in an assembly program. Here was the answer. We would ask the art department to make original draw-

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A complete revision of last year's book of which Debater's Magazine said (December, 1947): "An easy treatise for a beginner to follow for he is told every move and the reason for it. When he finishes reading the book, he understands debate; it is no longer a vast, technical mystery to be begun in fear and trembling."

The author, Prof. James N. Holm of Kent University, has coached teams on World Government THREE DIFFERENT YEARS!

ings on the theme "The Spirit of Thanksgiving." These original drawings could be thrown on the screen and each artist give a little talk about his slide and what it represented. We conferred with Miss Yorke, art teacher, who promised to talk the proposition over with her art students.

Their verdict was that they would like to make the art sketches, but that some of the best art students were not very good at talking and preferred not to try to explain their work. Miss Yorke solved that problem by finding a short story, "The Story of Thanksgiving" by Elizabeth Hough Secrist, which she read to the class. Each student chose some part of the story to illustrate. We selected a reader, and as the story was read the illustrations were thrown on the screen. Combined with our customary devotions and several Thanksgiving hymns, this gave us something unique in the way of a Thanksgiving program.

It was extremely successful in that it opened to us a new realm of possibilities for future programs and accomplished its purpose of bringing something of "The Spirit of Thanksgiving" to our students.

Activities for the Gifted Child

(Continued from page 52)

eries, supplies, milk etc.

Activities for Upper Grades (V and VI)

1. Taking care of school supplies, filling orders, etc.
2. Taking charge of milk for morning lunch.
3. Planning special room activities.
4. Decorating room for special holidays and parties.
5. Inspecting and reporting on special room equipment.
6. Checking attendance daily at certain hours.
7. Serving as teacher in remedial classes.
8. Bringing special equipment to school or building it.
9. Using spare time to pursue special talents or bents.
10. Making special maps, relief maps, projects, etc.
11. Planning, writing, and editing and producing a newspaper.
12. Taking special responsibilities on regular class field trips.
13. Serving as Special tutor for individual instructoin.
14. Planning and executing murals of class work.

15. Acting as office clerks, answering telephone etc.
16. Operating simpler machines, occasionally sound projector.

Activities for the Junior High School (Grades 7, 8 and 9)

1. Operating the room library.
2. Taking responsibilities in school library.
3. Taking complete charge of mid-morning activities.
4. Convoying young children to out-of-building religious instruction.
5. Operating school machinery such as ditto machines, mimeograph, silent and sound motion picture projector, slide projector, film strip projector etc.
6. Serving on the schoolboy patrol.
7. Serving on the student council.
8. Making special reports in class work.
9. Making special equipment in school shop.
10. Taking charge of the office, answering telephone etc.
11. Acting as special tutor for backward pupils.

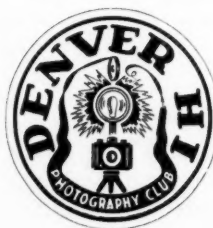
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News Notes and Comments

AMERICAN EDUCATION WEEK

November 13, 1948

General Theme

Strengthening the Foundations of Freedom

Daily Topics

Sunday, November 7—Learning to Live Together

Monday, November 8—Improving the Educational Program

Tuesday, November 9—Securing Qualified Teachers

Wednesday, November 10—Providing Adequate Finance

Thursday, November 11—Safeguarding Our America

Friday, November 12—Promoting Health and Safety

Saturday, November 13—Developing Worthy Family Life

Sponsors of American Education Week

National Education Association, The American Legion, United States Office of Education, National Congress of Parents and Teachers

Special Materials

The NEA is preparing special materials to assist local committees in the development of AEW observances. Such materials as a manual, poster, leaflets, stickers, radio scripts and spot announcements, movie trailer, mats for newspaper advertising, plays, packets and other items are available for distribution at nominal prices. Address: National Education Association, 1201 16th Street, N.W., Washington 6, D.C.

The Ohio High School Athletic Association has undertaken a comprehensive program of Girls' Interscholastic Athletics.

The Rochester (Mich.) High School Councilor and Rochester Business & Professional Association last year conducted a Window Soaping Contest during the Hallowe'en season.

To solve the problem of too intense rivalry, the high schools of Pottsville and Lebanon, Pennsylvania, have instituted a joint program of choral concerts.

Religious Book Week will be observed Oct. 24-31. Program helps are available from the

National Conference of Christians and Jews, 381 Fourth Ave., New York City 16.

National High School Poetry Association, Los Angeles 34, Calif., announces Dec. 5, as the closing date for submission of manuscripts for this year's contest.

Approximately 135 library pupil assistants representing 30 high schools met in Statesville April 23-24 and organized the North Carolina High School Library Association. This association is sponsored by the School and Children's Section of the North Carolina Library Association. It has asked to be affiliated with the North Carolina Education Association.—N. C. Public Schools Bulletin

Students of eleven secondary schools in Montgomery County, Maryland, are given a week each spring to devote almost exclusively to the completion of individual projects rather than attendance at regular classes. Officially known as project week, the week is part of the County's vocational training program which also includes a Career Conference.

School people with ideas on and experiences with Extra-curricular Activities are invited to write for the *School Activities* Editorial Bulletin, which will give them guidance and direction in the preparation of manuscripts.

"New Threats to American Freedom", by Robert E. Cushman, is a pamphlet just published by Public Affairs Committee, 22 East 38th St., New York 16, N. Y.

"What kind of school policy is needed on controversial issues?" and "What are the most effective techniques for handling controversial issues in the classroom?" are two important problems dealt with in a new book, entitled **TEACHING CONTROVERSIAL ISSUES**, just published by the Junior Town Meeting League, 400 So. Front St., Columbus 15, Ohio.

PROPAGANDA RAMPANT

No doubt one of the most useful things accomplished by a class in social studies is in the field of propaganda recognition and analysis. Citizens need to know the difference between an

unbiased, objective report and one that is designed to present only one side.—Journal of Education.

"MAKE DREAMS COME TRUE"—the new School Savings poster—is now available from the U. S. Treasury Department, Washington, D. C.

From Our Readers

Editor, *School Activities*

Please send me a bibliography of books in extracurricular activities.

Yours truly,
P. W. Neblett, Principal
Fred Douglass High School,
Sherman, Texas

Because we have a number of such requests each year, we shall answer this note here. And the answer will not be very satisfactory, perhaps.

Twenty years ago we could have referred you to quite a number of books in this field, but now most of these are out of print. And little has been published recently. However here are a few, old and young: Fretwell, *EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS*,

Houghton Mifflin, 1931; Terry, *SUPERVISING EXTRA-CURRICULAR ACTIVITIES*, McGraw-Hill Book Company, 1930; Roemer-Allen-Yarnell, *BASIC STUDENT ACTIVITIES*, Silver, Burdett and Company, 1935; McKown, *EXTRA-CURRICULAR ACTIVITIES*, (rev. ed.), The Macmillan Company, 1937. Other pertinent McKown books are, *HOME ROOM GUIDANCE*, (rev. ed.), 1946; *ACTIVITIES IN THE ELEMENTARY SCHOOL*, 1938; *THE STUDENT COUNCIL*, 1944, and (with Bailard) *SO YOU WERE ELECTED!*, 1946. All of these are published by McGraw-Hill, 330 West 42nd St. New York.

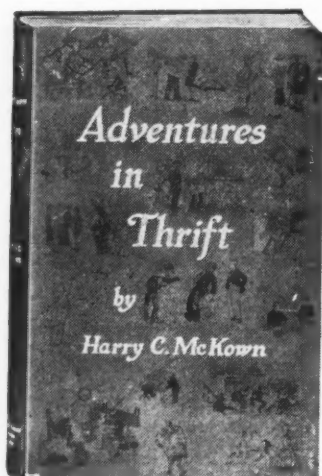
Editor, *School Activities*

The Student Council of Holly Union High School is in the process of revising its constitution. If you have a model constitution, please mail us a copy of it. We will return the copy if you so wish.

Yours truly,
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Union High School
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ALL SCHOOL PHILANTHROPIES UNDER SOCIAL SERVICE BOARD

The Social Service Board is one of the four groups organized in our school through which the extra-curricular activities function. It was originated for the purpose of taking care of all philanthropies of the school.

The Board's personnel consists of a chairman, elected by the student body, a secretary elected by the Board, and class representatives chosen by the classes. A faculty sponsor helps with the planning, and a mothers' committee works with the student group in carrying out their projects. The Board meets in regular session one period a week.

Activities of the Social Service Board are limited only by the interest and enthusiasm of the group. One important duty is securing volunteer workers from the student body for Saturday morning help at the settlement houses. Last year the students made a total of 180 visits, spending about 450 hours at various tasks given them by the directors of the centers. One of the most popular assignments was duty at the children's ward of St. Luke's Hospital. Here girls made themselves useful feeding, entertaining, or doing simple routine tasks in caring for the small children.

At the request of the director of the Council of Social Agencies, a short course of training by trained social workers will be given to the girls for this particular assignment. The increasingly rigid requirements for social workers has raised the standard of work demanded also from volunteer help. Students who, at the beginning of the school year, are sincerely interested in social service express a preference for one of the types of volunteer social work. They receive training at the settlement house of their choice and continue to help at this same centre for the year. We are looking forward to results of this plan, which we feel sure will mean more both to the students and the community centre than did the old system of help which was somewhat scattered and irregular.

The Social Service Board has other duties too. The Red Cross, Community Chest, Thanksgiving, and Christmas collection are all activities which are the responsibility of the group.

As part of their educational experience, participation in the activities of the social service program is rich and productive. It broadens the horizon, and creates an awareness of the prob-

lems of others. The average student, before giving any help to the needy and underprivileged, little realizes the extent of the vast organization of social welfare of our large cities. The role of the social worker in the eyes of our students takes on dignity and importance. As a vehicle of guidance, a social service program is, I believe, unexcelled.—**Florence Cline**, Sunset Hill School, Kansas City, Missouri.

ROCKET PROPULSION IS BASIS OF AN INTERESTING ACTIVITY

Rocket propulsion has at last entered school activities, one would think from a late spring activity at Parrish Junior High School, Salem, Oregon. Sensing the keen interest of the junior high boys in the latest fad of building and racing miniature, jet-propelled cars, the Boys' League Council at Parrish decided to sponsor a contest of the midget racers.

The idea was first publicized via a general school bulletin which announced the contest and urged all boys who were interested to enter their fastest racers. Either racers of their own design or those built from commercial model kits were accepted for entry. As all cars were to be powered by the same size CO₂ capsules, fairness decreed that weight classifications for the racers be established. These divisions were decided upon: class one, for racers weighing between zero and forty grams; class two, for those between forty and eighty grams; class three, for those eighty grams and over.

Racers of all shapes and sizes poured in, ranging from elaborate streamlined models to those stripped to minimum essentials of wheels, wood, and wire. After being carefully weighed in and recorded, the racers were placed in a showcase in the school's main hallway, where they attracted much attention.

When the racers had been on display approximately a week and interest was keyed to a high pitch, the actual races were held in the school gymnasium as part of the lunch hour entertainment program. Trial heats were run off separately for each weight classification. Timing was accomplished by means of a stopwatch calibrated in tenths-of-a-second. Each entrant was allowed two runs the length of the gymnasium floor and the average time of the two runs was recorded as the official speed. Three days were needed to complete the initial heats and to determine the winners in each of the three weight divisions. On the fourth day,

the races to establish the grand champion was held: this final race consisted of the first and second place winners in each of the previously mentioned weight classifications.

A prize was awarded to the all-school champion, as well as to the first and second place winners in each division.

Creative activities of this nature contribute to the pupils' understanding of the principles of design, engineering, and physics, besides providing the stimulus for channeling adolescent energy into constructive pursuits. It is a project that can easily be undertaken by any junior high school regardless of size or facilities.—**Robert H. Dow**, Boys' League Adviser, Parrish Junior High School, Salem, Oregon.

DATA ON OUR FORTY-SEVENTH SOCIAL CONDUCT DINNER

During the four years I have taught Social Conduct, an elective course in etiquette at South High School, Lima, Ohio, we have had forty-five small dinners and two large ones. These dinners are held in downtown restaurants and hotel dining rooms to give students an opportunity to practice the things learned in class.

Our second large dinner (forty-seventh in the series) was our most pretentious. We invited our three top school administrators and their wives to be our guests of honor, and presented a program which was somewhat unique.

Old-fashioned hats for the girls and the Bold Look for the boys added a touch of color (cerise, pink, and blue) and gayety to the dinner scene. Corsages of sweet peas, in these same selected colors, were presented the ladies at the speaker's table.

Our placecard favors were figures with bodies of pipe cleaner (cerise, pink, and blue) and egg-shell heads on which students had crayoned hair and features. Each figure held a namecard, lettered in Old English, in one of its outstretched hands. Hats, corsages, placecard favors, and namecards were all student-created and student-made.

The after-dinner program had a Social Conduct motif. Music was furnished by the Comb and Brush Set, four girls for whom we "had combed the town over"—to quote our toastmaster; however, the girls were not given "the brush-off," not even when they produced only tunes on combs and featured a boy singing a parody on Social Conduct. Pink fronts for their stands displayed cerise combs from which floated blue half-notes.

A senior boy caricatured the placecard favor. With a huge egg-like head strapped on his

shoulders, with his arms wrapped in pink crepe paper, his body in cerise, his legs in blue, he wobbled out holding a card with the name "Social Conduct" in one of his upturned hands.

Two girls, disguised as bunnies (white sweaters, white shorts, white angora socks, cotton-covered bathing caps with pink-lined ears) hopped in with "The Egg," fought over him, became friends again, tried to teach him how to hop, then edged him off the makeshift stage. "Really," said our court jester, "he was a mighty good egg to get rigged up like that."

"Oh, Jim's a nice boy, nothing spoiled about him," the toastmaster immediately agreed.

Somewhat later, the court jester said to the toastmaster, "You know, I've been watching you and all of these other people here tonight and, well—your manners have been showing!" He insisted, however, that he himself had no manners. Convinced, finally, that everyone does have them—whether good or bad, he decided he'd better turn over a new leaf. He did—and the notebook disclosed good grooming cues.

Next, he was shown a Portrait of Bad Looks as Reflected in a Triple Mirror. With shirts out and hair mussed, three boys portrayed a triple reflection of someone regretting his bad looks. This composite picture asked such "corny" yet true questions of itself, "Why don't you sit up when you sit down? Why do you have infrequent pressing engagements? Why aren't your heels on the level?" and more in the same vein.

One of the girls gave some excellent caricatures of bad posture. Two girls demonstrated makeup rules and correct hair styling, and discussed line in clothes.

Then three couples—blonde, brunette, and red-haired—showed the importance of correct color selection in clothes. While the three boys stooped, the girls draped them in bad colors (crepe paper); standing again, the boys emphasized the bad effect that wrong colors gave by assuming cross-eyed and woeful expressions. Down they went again, this time for their best colors; as they came up the second time, they were happy and proud—all smiles.

Another couple pantomimed three "Date Don'ts". These "don'ts" concerned repairing one's make-up at the dinner table, blowing bubble gum, and filling an escort's pocket to overflowing.

A number of students were brought into the program through the medium of a quiz conducted by the toastmaster. Two boys, "The Singsong Brothers," made a hit with jokes involving Social Conduct principles.

Then the Triple Mirror Reflections returned as "The Hale Boys". Wearing angel wings and

silver halos (wired to stay where halos should stay), they entered—this time dressed correctly, bowing, smiling, and finally singing a little ditty about good manners. "Gee! I almost feel angelic myself," quipped the toastmaster.

Our superintendent of schools climaxed the program for our forty-seventh Social Conduct Dinner with a short talk on "The Importance of Taking Criticism Objectively."—**Mary Beery**, South High School, Lima, Ohio.

MOCK POLITICAL CONVENTION RESEMBLES THE 'REAL THING'

What the results of our mock political convention on April 16 would be was anyone's guess after the first ballot. This was the eighth mock convention held at Central High, Sheboygan, Wisconsin, since 1920, during which students put the theories of democracy into practice. According to tradition, the convention is held for the party not in power. Therefore, with a member of the Democratic Party as our Chief Executive now, a Republican convention was held.

Weeks before the long-awaited activities commenced, there was an air of secrecy and eager anticipation behind the closed doors of each homeroom which represented one of the forty-eight states, and the territories of the United States. After collecting massive pictures of their choice, broomsticks to support huge banners, paste, and scissors, each state prepared to spring its creations on the student body.

The tumultuous delegation, replete with a big brass band, gigantic placards, brilliantly colored signs, floating balloons, photographers snapping pictures, and noise in general, was as close to the "Real McCoy" as anything any of the spectators had seen. As one teacher who attended a national nominating convention put it, "It was better than the real thing."

Signs of all imaginable shapes and sizes were brought to the convention. Characteristic of the banners displayed were: "Delaware— We're sharp as a spike—We're voting for Ike." "Dewey or Don't We." "California—Vote for Warren, our man."

With more than a few taps of the gavel, the school president finally toned down the noise and called the convention to order. Immediately after taking the roll of delegates of states, a permanent chairman was elected to present the keynote address. The chaotic conditions resulting from the present powers that be—precarious foreign relations with Russia and the dire necessity of a new administration—were the highlights of the speaker's talk.

Amid the shouting throngs of delegates proudly holding high their colorful banners, specta-

tors thoroughly enjoying the lively proceedings, and press reporters, the names of eight candidates were presented to the delegation for their vote, namely: Stassen, Warren, Dewey, MacArthur, Eisenhower, Vandenburg, Taft, and Martin.

As the roll call was taken, each state either passed, yielded to another state, or nominated their choice for the Presidency. In passing, several states made such witty remarks as: "Washington, in the name of George, passes;" "This is the first time Texas has passed to anyone;" or "West Virginia, like a good football player, passes."

Time permitted only two ballots. The first was a definite free-for-all, with the votes scattered in all directions. A second ballot was necessary before the man of the hour, Harold E. Stassen, was able to accumulate a majority of the delegates' votes. Warren ran a surprisingly close second, while Dewey, MacArthur, Eisenhower, Vandenburg, Taft, and Martin, in that descending order, were the remaining choices.—**Mary Heinecke**, Central High School, Sheboygan, Wisconsin.

OUR STUDENTS "ADOPTED" A SCHOOL IN HOLLAND

A traditional gesture of the graduating class of U-High, Ann Arbor, Michigan, is to leave behind a suitable memorial financed by funds accumulated by the presentation of plays in the junior and senior years. Acting on the suggestion of a faculty member, the class of 1946 decided to "adopt" a foreign school. This adoption privilege for one year was secured by donating a sum of \$225 toward the support of that school, to the "Save the Children Federation" of New York, which designated an elementary school in Holland as the recipient.

When school resumed in the fall, the president of the previous graduating class appeared at the first all-school assembly and suggested that the student body continue supporting the school in Holland through the collection and shipment of items that are scarce in the war-torn countries. Each homeroom organized its own collecting agency and proceeded to gather clothing, shoes, books, school supplies, appro-

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priate food items, and soap. As a homeroom filled a box of clothing, etc., the carton was wrapped and sent to the "Save the Children Federation," where in turn it was directed to the designated school in Holland.

The whole project was a continuous process which went on throughout the year without interfering with other school activities. Rather, the undertaking worked in very nicely with regular assemblies. For example, the senior girls' homeroom required a bar of soap from each student as admission to their assembly program.

Indicative of the interest exhibited by the students was the action of the senior boys in taking advantage of an Ann Arbor snowstorm to shovel sidewalks in order to earn money with which to renew the adoption privilege for another year. Because of such a high degree of enthusiasm on everyone's part, so much material was collected and sent to New York that shipping charges became quite a problem. To alleviate the situation, the faculty created, by voluntary contribution, a fund on which the homerooms could draw if necessary. However, the students often preferred to assess themselves rather than request money.

The exchange of letters that followed provided additional incentive to go on with the project. U-High students were able to read for themselves that the gifts were being received, appreciated, and put to good use. The school in Holland used the descriptive materials and books from America as a starting point for a study of the United States, Michigan, and Ann Arbor. And, as a return gift, the grateful students and townspeople of this foreign locality sent to the University High School one-hundred gladiolus bulbs.

An activity such as described above has a number of values, the most important of which are: (1) a noble and practical purpose, (2) ease of execution, and, (3) almost one-hundred percent student participation.—Arvo E. Lohela, University High School, University of Michigan, Ann Arbor, Michigan.

FAMILY NIGHT PROGRAM BRINGS FUNDS AND FUN

Each year in October Carrick Junior-Senior High School, Pittsburgh, Pa., holds a Family Night Program. It is conducted in the nature of a carnival with a stage show, side shows, motion pictures, bingo, dancing, aquatic stunts, dart throwing, tea room, candy, hot dogs and cokes. Each Family Night has a theme such as: Gay Nineties, Sheer Follies, La Fiesta, Show Boat.

Family Night is a school tradition. Each stu-

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
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dent has an assignment; each feature is under the supervision of faculty members. It has as its object the raising of funds for school activities. Admission tickets cost thirty-five cents—this also includes the stage show. Admission to side shows, games, concessions, etc., is five or ten cents. Faculty and students work together to make this the big event of the school year; and rain or shine, sleet or snow, students, alumni, parents, and community turn out almost one-hundred percent.

Last October the theme was Show Boat, and the school took on the spirit of the Old South. Halls were decorated with crepe paper, posters depicting southern scenes, and gay stands and booths. Show Boat Minstrels performed in one room, the Swanee Follies in another. Dancers thronged the gymnasium for the Cotton Ball. Soft candle lights, fresh flowers, and bright table cloths lured visitors into Hospitality Inn, where sandwiches, cakes, pies, ice cream, and coffee were enjoyed. At the Yankee Julep and Barbecue Bar and Honey Chile and Molasses Stand, revelers partook of hot dogs and cokes. Southern belles in long ruffled and bustled skirts and floppy picture hats stepped primly through the halls, selling candy and peanuts.

The main feature was the stage show in the auditorium. Two performances were given during the evening to accommodate the crowd. The stage was set up to represent the deck of a boat, and on the trip down the Mississippi one met the proverbial southern colonel and his beautiful niece, the colored mammy, the villian, and heard Negro spirituals.

The entire school contributed its share to the success of Family Night. The orchestra furnished the music, the choral classes the singers, the home economics department looked after the tea room and costumes. The stage crew set up the stage, the woodwork and metalwork shops helped with the booths and equipment, the art and mechanical drawing classes made the signs and posters, the journalism classes took charge of the advertising, the physical education classes sponsored the dancing, the dramatic and speech teachers coached the stage show, and the school cashier and sponsor managed the tickets and treasury. Students also were in the check rooms, served as ushers, and worked on the clean-up squad.

When the evening drew to a close and the merrymakers departed, the clean-up squad moved the furniture back in place, cleared the halls, put the rooms in order, and closed the doors on an orderly school building with five-hundred dollars in the strong box in the vault. But the biggest dividend was the fine community relationship established. Students, teachers,

parents, neighbors, and friends had all joined together, like one big family, in an evening of good fun and comradeship.—Helen Schmidt, Girls' Adviser, Carrick Jr.-Sr. High School, Pittsburgh 13, Pa.

CENTRAL TREASURY HANDLES FUNDS OF ACTIVITY GROUPS

Eleven years ago the High School of New Cumberland, Pa., added a new organization to its growing student activities. This was the Central Treasury, sponsored by the commercial department, which serves the purpose of a school bank and facilitates the handling of funds for activity groups.

The two key officers of the organization are the treasurer and bookkeeper. They are responsible seniors selected on the basis of efficiency and experience. They work under careful supervision of a faculty adviser. It is their duty to receive deposits from various school groups, and to honor requests of student treasurers for money. Last year the Treasury handled over \$6,000 in student funds.

The treasurers of student clubs and other organizations are provided with passbooks, checkbooks, and deposit slips. These forms are used in the same way that similar forms from a regular bank would be used.

Each treasurer of a student group keeps a record of the receipts and disbursements of his organization in order to check with the account in the Central Treasury. When the treasurer of an organization wishes to make a deposit, he fills out two deposit slips—the original to be kept by the Central Treasury and the carbon by the organization making the deposit. Then money, deposit slip, and passbook are given to the student treasurer, who retains the money and deposit slip and fills in the passbook. The next step of the student treasurer is to forward the money to the faculty adviser to be banked by him into one central account at the New Cumberland Trust Company.

When an organization wants money, the treasurer fills out a Central Treasury check made payable to the person to whom the bank check is issued. All requests to be honored by the Central Treasury must be counter-signed by the faculty adviser of the organization. Ink

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must be used to fill in all forms, no matter what it is!

We believe that by this system, a central treasury would be successful in almost any high school where clubs and organizations are self-sustaining. Of course, like almost any activity which serves a large number of people, all parties connected with it must co-operate.—**Natalie Blouch and Pauline Brinton**, New Cumberland High School, New Cumberland, Pa.

JUNIOR RED CROSS WORK AT WILLIAM PENN HIGH

At the National Junior Red Cross Convention in Cleveland, it was suggested that chapters emphasize the following principles in their activities: Learn, Earn, Care, Share, Reach, and Teach. In our Junior Red Cross Program at William Penn Senior High, York, Pa., we endeavor to put these principles into practice.

Every student is a Junior Red Cross member. Many projects are carried out during the year. In general, our national projects are to send a monthly quota of twenty-five Braille covers to the Headquarters in Washington, D. C., to make favors for the various holidays for the year for Children's Hospitals, and to send the gifts to Veterans' Hospitals. Our international project is the sending of gift boxes to European children during the second semester.

Local projects are centered around our school. We have a visiting committee for the purpose of calling on all members of the school who are absent for any length of time. Joke books are made to take along on these visits. If the person wishes the service, sometimes he is kept in contact with his studies by the members who relay assignments to him and give help whenever possible. A safety campaign is conducted during the second semester.

A project of which we are very proud is that of serving the Blind Center and aiding in any possible way the activities of that group. Last year we had a Christmas party for the Blind which was held at one of our sponsors' home. About twenty-five blind persons and their escorts attended. After a program by Junior Red Cross members, a few of the blind guests entertained with musical and reading numbers. The party was the first of its kind. We are planning monthly socials, one of which will be bringing them to the Annual Night of Music at our school. We are also aiming to teach the members of the Junior Red Cross Committee braille and then to start making braille recipe files for the blind in our locality.

At Christmas time we made braille Christmas cards which were sent to every blind person in

York County. We also made 350 Christmas cards that were distributed through the Blind Center of York County.

These are the leading projects of the Committee. However, the art classes and the industrial art classes contribute their work from time to time to Junior Red Cross activities. Industrial art students make checker boards (including Braille checker boards), book wagons, ash trays, and many other articles that the Junior Red Cross chapter of our city requests.

The Junior Red Cross is one of the divisions of our Student Council, and, hence, comes under the program of student participation in the school's government. As a result, all our projects are made possible through the efforts of each and every member of the school.—**Ann Finkbinder**, Director of Activities, William Penn Senior High School, York, Pa.

PAPER STAFF BROADCASTS SCHOOL NEWS TO PUBLIC

At 7:17 a. m., every Friday morning throughout the school year, staff members of **The Panorama**, student newspaper of Central High School, Binghamton, N. Y., bring to the public a round-up of school news. The school news of

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the week is broadcast over the local radio station, WNBf.

Various members of the staff are selected each week to take part in the broadcast. Usually the two associate editors alternate every other week with the sports writers and sometimes representatives of school clubs. The associate editors usually have the biggest jobs, as they must present the significant aspects of educational news in a way to interest the public.

Central's news is presented as part of a daily radio program known as "Respectively Yours." On different days, other high schools in this vicinity have a part of the program devoted to their news reports.

The **Panorama** first started its news service in September of 1946. Preparation for the programs is carried on under the supervision of Miss Helen McGinnis, journalism sponsor. Written scripts are usually checked by Mrs. Elizabeth Drake, head of the English department in the Binghamton Schools.

The radio news reports are heard by many listeners who seem to appreciate this weekly program. Frequent letters are received from listeners who ask questions about various school affairs. The program has increased interest in school activities among citizens of the community. In addition to the stimulation which they give to activities, staff members gain worthwhile experience from the broadcasts.—David Levine, Central High School, Binghamton N. Y.

"THE SCHOOLS ARE YOURS" IS ALL-CITY OPEN HOUSE THEME

All eight schools, including the kindergartens and grades one through twelve, of the city of Hackensack, New Jersey, recently gave a combined open house in the senior-high school building. "The schools are yours," was the theme.

This building was constructed to accommodate eight-hundred pupils, although the high-school's enrollment ordinarily approximates eleven hundred. Three-thousand parents, however, attended the exhibit during the evening in which it was held. Two successive one-hour assembly shows were presented in the auditorium, which divided the crowd into two groups, one of which visited exhibits and classroom demonstrations throughout the building while the other attended the program. At the conclusion of the first assembly, the two groups of visitors exchanged places and the show was repeated.

Throughout the rooms and corridors, student work was exhibited according to class or grade, rather than by schools and grouped in divisions such as English, Science, Mathematics, Art, Industrial Arts, Home Economics, etc. In each di-

vision the exhibits were so arranged as to demonstrate pupil growth from the kindergarten through the twelfth grade.

In the assembly show a family living room scene was set up to one side of the auditorium on an extension built out from the regular stage. As a prologue to each act or scene on the stage, members of the family briefly discussed an aim of Education. The aims included basic skills, economic efficiency, health and recreation, human relations, and civic responsibility—each of which constituted the theme for stage scenes or tableaux illustrating what the schools do in this area. For example, in illustrating human relations there were native costume dances of various lands, with a final dance in which all groups joined. Comment on this in the printed program noted: "Again we have selected just one activity that is adaptable for dramatization. Countless planned and unplanned opportunities are included daily in our course of study for the attainment of better human relationships." Pupils from all schools and grades participated in the stage presentation.

Later an editorial in the local newspaper, **The Bergen Evening Record**, included the following: "It was a grand show all around; the children were wonderful; the teachers did a skillful piece of work; it is not surprising that people are still talking about it.

"And people are still talking about the school and its facilities—but in this respect most were more depressed than impressed. Many of the parents had not been in the high-school building for years; others had never visited it before. After waiting in line to get into the auditorium

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they were surprised at how small it is. They were surprised at the meager library space and the cramped laboratories. Many received and expressed the impression that facilities are crowded . . . People are still talking—and thinking. It can't do any harm."

Ten years ago a program for adequate expansion of the senior-high plant, sponsored by the Board of Education and passed by the City Board of School Estimate, was defeated by a two-to-three vote of the City Council.—**B. E. Lowe**, Principal, Hackensack High School, Hackensack, New Jersey.

HALLOWEEN VANDALISM AROUSE PUPILS AGAINST DELINQUENCY

Everybody loves Halloween and the fun that goes with it, but in our town the spirit of exuberance ran over. Funsters overturned and broke 150 gravestones at one of the local cemeteries. This was too much even for the young folk. At the Joliet Township High School and Junior College, Joliet, Illinois, teachers discussed it in their meetings, and students brought it up in class.

Finally, one senior social studies class decided that basic to the problem was juvenile delinquency and that something should be done about it. Class discussion of our local problem led to reading about similar problems in other communities. Workers in the field of juvenile delinquency were noted, and its nation-wide aspects were observed.

It was then decided that we could most profitably continue the study by discussing it personally with some leading authority; and it was also decided that if this was a good thing for us, why not let everyone in on it? A panel discussion before an assembly of our entire 3,000 students was decided upon. Fortunately, being near Chicago, we were able to secure Dr. Clifford Shaw, a noted authority on juvenile delinquency, to lead our panel.

A student chairman for the occasion was selected by vote of the class. The remainder of the class submitted questions and comments relative to the subject of juvenile delinquency and the five, judged by a committee of students and teachers to have made the keenest analysis of the problem, were selected to appear with Dr. Shaw on the stage in discussion of the problem.

For twenty minutes the speaker talked on factors basic in juvenile delinquency and what was being done to overcome it. The five students of the panel then joined with him in round-table discussion. Toward the end, the audience joined in the discussion, too.

A more intimate acquaintance with the speaker

was gained when after the assembly the class entertained him at a luncheon. Local juvenile authorities of the area, selected teachers, and students sat down to an hour of luncheon and discussion. Doubts and questions were settled through acquaintance and friendship. The idea was new in our school. On previous occasions, school authorities had entertained the visitors.

Nor did the project end there. A district meeting of the Red Cross invited one of the high school girls to appear and tell them what they could do for the youth. Still another student appeared before a conference of juvenile authorities meeting in the city. And as a last gesture before the close of school, the class took over the operation for one evening of the community's large youth center—a practical application of youth serving youth.

The Halloween celebration of 1947 was less boisterous, and the idea of group service at the youth center is catching on. This year we are looking forward to a Halloween celebration with plenty of organized fun, but no vandalism.—**Harold W. Sweeney**, Social Studies Department, Joliet Township High School, Joliet, Illinois.

SCHENECTADY IN SONG AND STORY

Our school, Central Park Junior High, Schenec-

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tady, N. Y., presents an annual program in May. This year our city is celebrating its sesqui-centennial, the city charter having been granted in 1798.

The city was emphasizing three things in its celebration; the Schenectady of the Past, the Schenectady of the Present, and the Schenectady of the Future. When the general committee for the program met this seemed to divide our program naturally into three acts. The seventh grade studies early Schenectady and the history of New York State in their regular social studies. Therefore, Act I was theirs. In ninth grade social studies come the development of transportation and the history of immigration. Both have played a great part in making the Schenectady of today, so Act II went to the ninth graders. In eighth grade among the topics studied in social studies are civic planning, the problems and opportunities connected with community living. The study and solution of these will affect the Schenectady of tomorrow, and that put Act III in the hands of the eighth graders.

Now the planning began in earnest. It was decided to call the program "Schenectady in Song and Story." Much research was done in our own library by the pupils under the direction of the librarian and classroom teachers after and along with class discussion. Trips were made to the Schenectady Historical Society in search of information. In early days broom making was a major industry here. There is still a broom factory here which also was visited and proved a source of valuable information.

Groups of pupils chose to work on dialogue; others studied costumes of the various periods; more suggested stage sets, some were interested in the narration which would tie all these scenes into a related whole. This pupil planning and work had to be supervised and revamped, of course, but the work, interest, and suggestions of literally dozens of boys and girls formed the basis of our production.

While this planning went on, the ninth grade chorus of nearly two-hundred voices was preparing the songs to carry out the theme of the play. In Act I, for example, Indian scenes were enriched by "Indian Prayer" and other like numbers. Signing of the City Charter brought forth "Lo, There is Built a City." In Act II, "The Erie Canal" introduced the transportation idea, and "The Lorelei" was representative of the foreign groups. There were solos and group specialties also, "America," from the symphony "America," climaxed the whole.

The art department was kept busy. Slides were used as background in some scenes. These were painted by pupils. A model of the DeWitt Clinton train, one of the early houses of Schenec-

tady, and a scene along the street in early days were other productions of the art department.

The costumes were planned, colors selected, directions for making given, and many other things actually made in the home economics department. The parents co-operated marvelously here, too.

The manual training department produced such interesting items as a peace-pipe and the framework for half a canoe.

From the electrical shop came the teacher and the boys who worked with the lighting effects.

The printing of programs was a major operation of our print shop, "manned" by seventh and eighth graders. The tickets were also turned out by the print shop. Pupils of a special class had charge of the ticket sales chart. The chart hung in the center hall, each day showed the record of tickets sold in each room. They checked numbers and advanced the symbols accordingly.

The production was given once for the pupils of our own school, once in an afternoon performance for the public, and finally in an evening performance. About 500 of our 700 pupils had an active part in it. Were they interested in it? What do you think? With each phase one or more faculty members were intimately connected. Faculty and students **worked together**.

It would be difficult to estimate how much was

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learned by how many people during this project! However, it is safe to say, that much of it will remain with these youthful actors all their lives.—**Mrs. Ethel Eaton and Miss Mayfred Spooner**, program directors, Central Park Junior High School, Schenectady, N. Y.

HOW WE DO IT IDEAS IN BRIEF

Two science clubs are maintained at the Laboratory School of Indiana State Teachers College, Terre Haute: one in the seventh and eighth grades, and one in the upper grades. Both are affiliated with the Indiana Junior Academy of Science. Individual progress and a wide group-exploration are the club aims. Science as a hobby is kept in mind in the club work.

The Sub-deb Club of Bowen High, Chicago, Ill., is open to all girls of the school. In this club the girls are encouraged to develop personality and character traits. It is a good organization for freshmen girls to join as they gain valuable experience in group procedures and proper attitude toward school life.

Tiger Tales, Grand Junction, Colorado, High School is an annual publication composed entirely of poems, essays, tall tales, and short stories. These selections are chosen from the work of the English class. The publication is edited by senior English students.

The Student Unity Forum of Central High, Detroit, has for its purpose to build bridges of friendship between groups that differ in faith, race, or culture through education in the schools. Open to all students wishing to develop the purpose, some of the activities consist of the following: present brotherhood programs in the school, show movies, and provide and exchange speakers with other schools.

Photography Clubs will be interested in the National Photographic Awards. For information write to: National High School Photographic Awards, 343 State St., Rochester 4, New York.

The Junior Rifle Club of Central High, Pueblo, Colorado, was organized in 1940. It is one of

many such clubs organized under the direction of the National Rifle Association. The club program has been developed to bring out those qualities of sportsmanship, fair play, manliness, self-control, and co-operation so essential to success in life.

The Information Bureau, sponsored by the student council of William Penn Senior High, York, Pa., has proved to be a successful and helpful organization. Each period during the day a student is in charge of the bureau. His duty is not only to show courtesy to visitors by giving information and by reflecting the well-known hospitality of the school, but to help newcomers to the school to find their directions about the building. The person in charge of the bureau is helpful in introducing new students to their classes and homeroom teachers.

Delegates from all the Hi-Y and Tri Hi-Y Clubs in Oregon met in Salem last April 2nd and 3rd for the First Youth and Government Model Legislature ever held in the state. Sponsored by the YMCA, such model legislatures are held in about a dozen states. An article, "Seedbed for Leadership," by Thomas C. Desmond in April number of **The Reader's Digest** predicts that this movement is growing so rapidly that "in three years there will almost certainly be model legislatures in every one of the 48 states."

Do We Need A World Federal Government Now?

(Continued from page 59)

QUESTION

Do the members of the negative favor a condition such as we had at the end of World War I when any nation like Germany, Italy or Japan will be allowed to develop into a menace to world peace?

IF THEY ANSWER YES!

We cannot see how the members of the negative can favor such a situation as existed after World War I when aggressor nations were allowed to go unchecked and thus bring the entire world into a war. We feel that our proposal of a Federal World Government is the answer to our

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dilemma of maintaining world peace since it would eliminate the seeds of distrust that eventually lead to war. When the negative team make such a proposal, they are asking for the return of our nation to isolationism with its attending wars and international conflicts.

We feel that if some type of international organization is not founded at this time, and given the power necessary to maintain peace, we will certainly have more disastrous wars similar to the one through which we have just passed.

IF THEY ANSWER NO!

When the negative debaters say that they do not favor a condition such as existed at the close of World War I, in which Germany, Italy and Japan were allowed to develop into aggressive nations without any restraint from other nations they are not consistent. First, they oppose such a situation and by the very wording of the question they also oppose the formation of a Federal World Government. This type of world organization is the very thing that will stop the growth of aggressor nations, and yet the negative in this debate are opposed to its adoption.

The stand of the negative seems confusing. They have said that they are really in favor of having a world in which any nation is able to develop into an aggressor if it cares to do so. They would not place a single restraint upon any strong nation that might wish to take the lands of its weaker neighbor. When they take such a stand, they are placing themselves with the Hitlers, who are willing to capture the possessions of or the wealth of other nations.

QUESTION

Is it the belief of the negative debaters that an Anglo-American alliance would be better for the United States than membership in a Federal World Government?

IF THEY ANSWER YES!

When the negative debaters state that they feel that an Anglo-American alliance would be preferable to membership in a World Government, they have placed themselves in a very peculiar position. First, they are virtually abandoning isolationism as their idea of the best American foreign policy. In the second place, they are proposing a counter plan that will oppose the Federal World Government as the best solution to our problem

of ending wars. If they do this, they are assuming a burden of proving that the advantages of an Anglo-American alliance are more numerous than those that will come with the affirmative proposal.

IF THEY ANSWER NO!

When the negative team admit that they do not feel that the proposal of an Anglo-American alliance would be better for the people of the United States than participation in a Federal World Government, they are virtually admitting the contention of the affirmative. In fact they are taking exactly the same stand as the affirmative, since we too are of the opinion that an Anglo-American alliance is not the answer to our problem. Since the negative is to tell us what they do not like in the way of a world organization, they should also be able to tell us just what they do recommend to stop future war. When they present their plan, we will have a debate that resolves itself into a discussion of our plan of a Federal World Government and their proposal. We will welcome the presentation of their proposal.

QUESTION

Do the members of the negative feel that it would be cheaper for the United States to remain out of a Federal World Government than it would be to be a participant in such a world organization?

IF THEY ANSWER YES!

The members of the negative are willing to concede one point and that is that the United States will save money by being a member of a Federal World Government. We are glad that they will grant us this point, but we wish to point out that a saving in money is not the only benefit that participation in a world government will have for the United States. Membership will give to the people of this country a feeling of security against future world wars in addition to releasing our people from the necessity of spend-

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ing large amounts of money in maintaining an army and a navy large enough to protect our nation against attack. When the negative have admitted that our membership in a world government would save this country a large amount of money, they have admitted one of the major contentions of the affirmative in this debate.

IF THEY ANSWER NO!

Our negative friends do not feel that membership in a Federal World Government would save money for the people of the United States. We feel, however, that they have not taken into consideration the vast responsibilities that will fall upon this nation in the event of another war. When the present war was over the national debt of this nation was over 250 billion dollars. If we have another world war, we will have a much greater debt and will use up much of the valuable raw material that has made our country strong. If a Federal World Government is able to make this country secure against becoming involved in another war, the price of membership will not be too great for the country to bear.

The present war has taught us that we can no longer rely upon our two oceans to protect us against attacks. Pearl Harbor and the use of the atomic bomb has taught us that we no longer have protection in a world that relies upon war to solve its problems. If we can eliminate the need for large armies and navies, the saving to the people of the United States will be very significant.

If we allow this race in armaments to continue as it has in the past the burden of being prepared will be so great that the people of this nation will be unable to bear it.

Comedy Cues

Point of View

Mrs. Hollister and Mrs. Dunn hadn't seen each other for several months. "I understand," said Mrs. Dunn, "that both your son and your daughter got married. How is your daughter getting along?"

"Excellent," replied Mrs. Hollister, beaming. "She has a fine thoughtful husband. She has breakfast in bed every morning, doesn't have to lift a finger all day, during the early after-

noon she goes shopping and latter she plays bridge. She's a regular lady."

"And your son?" continued Mrs. Dunn.

Mrs. Hollister sighed. "Oh, my son, my poor boy. I'm afraid he didn't do so well. His wife is downright lazy. Why she stays in bed every day until 10 o'clock and never does any work around the house. She spends all afternoon playing cards. Yes, Mrs. Dunn, she's a regular no account!"—Texas Outlook

WUNST

A Metropolitan Symphony Orchestra had given a special performance in a small New England town. It was a new experience for many of the inhabitants. The next day some of the old-timers, gathered around the stove in the general store, were expressing their opinions of the concert.

"Well, all I got to say," commented one old character with finality, "is that was a long way to bring that bass drum to bang it only wunst."

STILL THE MASTER

The traveling man's eyes bulged when he entered a small general store and saw a dog, seated in a chair, pushing discs about on a board with his front paws.

"You mean to tell me," he inquired incredulously, "that your dog is playing checkers?"

"Sure," replied the proprietor, "I learned him."

"Why, man, do you know what you've got there?" asked the salesman. "You could go into vaudeville and clean up a fortune with a dog as smart as that."

"Oh, I don't know," sniffed the storekeeper. "He's not so smart. I beat him the last three games."—Journal of Education

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